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ABSTRACT

This report describes the first year of a 3-year transitional bilingual program for Chinese, Japanese and Korean middle school students in the Torrance Unified School District. The program focused on four specific areas: student instruction, staff development, materials, and parent involvement/education. Project students, once identified, were served by a school staff that included English as a Second Language, social science and science teachers, and bilingual instructional assistants. Students were tracked in the areas of retention, attendance, and placement in special programs, and records of student work were kept. Materials had been located, developed, or were under development for all languages, and staff underwent specialized inservice training. Certain objectives of the program, however, had not been attained--more progress was needed in the areas of cultural events, increasing and measuring student self-esteem, and informing parents of school activities. (JL)

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# EVALUATION REPORT

U.S. DEPARTMENT OF EDUCATION

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## FIRST EVALUATION REPORT (1988-1989)

BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

in

Torrance Unified School District

Prepared by
Donald L. Kester, Ph.D.
Program Evaluation Consultant

Division of Evaluation, Attendance, and Pupil Services

Educational Program Evaluation

Los Angeles County Office of Education

# FIRST EVALUATION REPORT
## (1988-1989)

## BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

(A Chinese, Japanese and Korean Transitional Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act)

in the Six Middle Schools of
Torrance Unified School District
Torrance, California

Prepared by:

Donald L. Kester, Ph.D.
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Division of Evaluation, Attendance
and Pupil Services

Los Angeles County Office of Education
Downey, California

November 1989

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# FIRST EVALUATION REPORT
## (1988-1989)

## BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

(A Chinese, Japanese and Korean Transitional Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act)

## EXECUTIVE SUMMARY

This Evaluation Report describes the achievements made during the first or implementation year of a three year transitional bilingual program for Chinese, Japanese and Korean middle school students in the Torrance Unified School District. The project focused on the four goal areas of: student instruction, staff development, materials, and parent involvement and education.

Title VII staff in the school district contacted the Los Angeles County Office of Education to request that one of their program evaluation consultants conduct an external program evaluation. The county evaluator met with district staff from November 1988 through February 1989 to develop the Evaluation Plan which was based closely on the original grant application. During that time, each member of the Title VII staff at the six middle schools were made aware of the evaluator's upcoming April 1989 on-site visit to their school's project and what would happen during that visit.

At each school the evaluator sampled: LEP students from each of the three primary language groups (Chinese, Japanese and Korean), each of the three project identified curriculum areas (ESL, social studies and science), and each of the three grade levels (sixth, seventh and eighth). Emerging from the data gathered was a clear picture of how the project surrounded the LEP project students and attempted to assist them toward fluency.

The level of commitment to the goals of the project were high. While resistance can often be met, the evaluator found none of it. Instead, there was a definite team feeling. Initial apprehension about possible friction between "sheltered" social studies and science classroom teachers and the newly hired bilingual instructional aides proved to be unfounded. Rather than seeing the assistants as "invading their classroom", by April 1989 these teachers were working well with the "new members" of the newly formed classroom "team". Indeed, teachers of sheltered classes and their bilingual instructional assistants used the pronoun "we" when describing what was being done to help individual LEP students. As would be expected since they have specialized in this area, the ESL teachers were obvious in their committment to the goals of the project, also spoke of "the team," and said "we" frequently. The evaluator found the level of teamwork to be remarkable, coming as it did during the first year, rather than the second or last year, of the project.

While most of the actions planned were carried out successfully, there were a few difficulties. Certainly the students took the C.T.B.S. subtests, and while most of the test score data now resides in the district's Title VII office, other test data are on tape in the district's data processing office. Downloading of the remaining data must await the installation of a new district computer system. Project students were identified early and easily by a streamlined process. Once indentified, they were well served by school staff including the ESL, social science and science teachers, and bilingual instructional assistants as well as principals and assistant principals. Records of student work were available, but keeping a more complete "student portfolio" showing examples of work done throughout the year would be helpful. Often teachers would think of a student work product they wished to show the evaluator, ask the student for it and realize that it had "gone home" some time earlier. Teachers could easily keep a copy of such work in the student's portfolio.

Progress was made toward tracking students in the areas of retention, attendance and placement in special programs. Time spent by students in various curriculum areas was also available. Materials appropriate for the three language groups were being developed or had been found and were being used. This included very early versions of the familiar Cinderella story--in both Chinese and Korean. (Please see Appendix K, Item 1.) Title VII staff were inserviced and the bilingual advisory committee was formed and met several times during this "start-up" year.

However, three Objectives were unattained. They were: Student Objective 1.4, Student Objective 1.5, and Activity Objective A.4.2. These concerned: students' self-esteem related to cultural event attendance, redesignating a certain estimated percentage of LEP students at each school during the year, and having 80% of project parents respond in the affirmative that they had been informed of seven school activities. But although these three objectives were technically unattained, it was also true that only two schools failed to reach the 80% level on parent awareness, and only one school failed to reach their estimated percentage of redesignated students. With more effort, better estimating, and more translations into the parents' primary language on notices sent home to them, these two objectives (Activity Objective A.4.2. and Student Objective 1.5) should be attained in future years.

In conclusion, while more work needs to be done, especially in the area of cultural events and measurement of self-esteem, the evaluator found that this project had been implemented as described in the grant and was operating extremely well. The teamwork and "we" feeling in the classrooms was outstanding for this early in the project, and more than likely is a hopeful sign for the future success of targeted LEP students.

# FIRST EVALUATION REPORT
## (1988-1989)

## BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

### Section 1

#### Background, Development of the Program Evaluation Plan

A southern California city of over 140,000, Torrance has a large and growing population of Asian residents. Many of the newly arrived Chinese, Japanese and Korean families have school age children who are not proficient in the English language. From 1984 through 1988, in response to its students' changing language needs, the Torrance Unified School District operated a Title VII Project in four of its seventeen elementary schools (grades K-5). The district contracted with the Los Angeles County Office of Education to provide the external program evaluation. The four evaluation reports (1984-85 through 1987-88) indicated that the project was quite successful; i.e. almost all (over 98%) of its prestated, preapproved objectives were attained each year.

As the outside funding for that pilot elementary Title VII Project came to an end, district personnel began to assemble population trend and other supporting data for another Title VII grant application--this time to serve the Chinese, Japanese and Korean Limited English Proficient (LEP) students in all six of its middle schools (grades 6-8).

As it turned out, the office of Bilingual Education and Minority Language Affairs (OBEMLA) of the U.S. Department of Education (USDOE) did fund the middle school project for three years, beginning with the 1988-89 school year. The district is indebted not only to the funding agency (OBEMLA), but also to several key district people, who either wrote or supported those who wrote the Title VII grant.

Among those key district people were: Dr. Gail Wickstrom, assistant superintendent, Educational Services; Dr. Norma Willson, consultant, English/Language Arts; Mrs. Diana Murphy, special projects coordinator; and Mrs. Kikuko Nishi, the former elementary level Title VII coordinator.

Before proceeding to Sections 2 and 3 of this evaluation report, the evaluator wishes to thank Mrs. Kikuko Nishi, the middle school Title VII coordinator, and the following selected school site personnel for their cooperation and assistance, without which this first middle school bilingual program evaluation would have been extremely difficult.

TABLE 1

Selected Bilingual Project Personnel At Each School

| School | Principal | Assistant Principal | *ESL Teacher |
|---|---|---|---|
| Calle Mayor | William Colby | Pat Tierney | Carol Jones |
| Casimir | Richard Leibovitz | Steve Saito | Dean Asbury |
| Hull | Barry Gross | Billie Baker | Don McGaughey |
| Lynn | Rich Long | Joseph Zeiler | Marlene Shlens<br>Kay Furey |
| Madrona | Cecil Paschall | Bill Tokubo | Vicki Alvarez |
| Magruder | Sid Morrison | Ken Di Noto | Joyce Hallgren |

* English as a Second Language
Names of bilingual classroom teachers and bilingual aides are not shown here.

In addition to Mrs. Nishi, the school site personnel whose names appear in Table 1 above were instrumental in the development of the Evaluation Plan and very helpful during the evaluator's on-site school visits.

Appreciation also goes to Mrs. Merlyn Madrigal, the evaluator's secretary, for her word processing work. In addition, Dr. Tom Bishop, consultant-in-charge, coordinated delivery of county evaluation services upon receipt of the Torrance Unified School District's request.

## Section 2

### Evaluator's Opinion Regarding The Program Evaluation Plan Elements

The evaluator concurs with the proposed evaluation instruments, data collection, data analysis, and data presentation procedures described in the Program Management and Evaluation Plan, as revised, for the first year of program operation.

## Section 3

### Results of the Evaluator's On-Site Visits, Data Gathering and Analyses

The program evaluator made on-site visits to the district's Title VII project schools on the dates shown below in Table 2.

During the on-site visits noted in Table 2, the evaluator conducted structured and unstructured interviews, reviewed documents and other records, and observed English as a Second Language (ESL) and regular teachers and bilingual instructional assistants (IA's). The district Title VII Project director/bilingual resource teacher accompanied the evaluator on each on-site school visit, including a series of preliminary "get acquainted and review the Evaluation Plan" school visits that occurred before those noted in Table 2.

During official on-site visits at each school, the evaluator first interviewed the principal, assistant principal, and ESL teacher, reviewed documents, and described his proposed project sampling method.

Table 2
County Evaluator's Title VII On-Site Visits

| Site | Dates Visited | |
|---|---|---|
| | Evaluation Planning | Actual Data Gathering |
| District Title VII Office | November 8, 14, 1988<br>December 5, 1988<br>March 17, 1989 | April 21, 1989 |
| Calle Mayor | February 10, 1989 | April 11, 1989 |
| Casimir | February 6, 1989 | April 13, 1989 |
| Hull | February 14, 1989 | April 26, 1989 |
| Lynn | February 10, 1989 | April 20, 1989 |
| Madrona | February 10, 1989 | April 28, 1989 |
| Magruder | February 7, 1989 | April 25, 1989 |

During those meetings with school level project staff, the evaluator described for the first time his project student/curriculum area/grade level sampling plan. Since the project focused on Chinese, Japanese and Korean LEP students, the sampling plan called for following at least one Chinese LEP student, one Japanese LEP student, and one Korean LEP student at each school. Since the project focused on the three curriculum areas of English as a Second Language (ESL), social science and science, the sampling plan called for following at least one LEP project student in each of those three curriculum areas at each school. Finally, since the project focused on LEP students in the district's six middle schools (grades 6, 7 & 8), the sampling plan called for following at least one LEP student in the sixth grade, one LEP student in the seventh grade, and one LEP student in the eighth grade at each school.

In this way, the evaluator sought to draw a sample from: each of the three primary language groups (Chinese, Japanese, and Korean); each of the three project identified curriculum areas (ESL, social studies, and science); and each of the three grade levels (sixth, seventh, and eighth) at each school. The evaluator's actual sample is shown below in Table 3.

Table 3

External Evaluator's Actual Project Student Sample

| Project School | Primary Language | Grade Levels and Curriculum Areas | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 6 | | | 7 | | | 8 | | |
| | | ESL | Social Studies | Science | ESL | Social Studies | Science | ESL | Social Studies | Science |
| Calle Mayor | Chinese | X | | | | | | | | |
| | Japanese | | | | | | | | X | |
| | Korean | | | | | | X | | | |
| Casimir | Chinese | | | | | | | | | X |
| | Japanese | X | | | | | | | | |
| | Korean | | | | | X | | | | |
| Hull | Chinese | | | | | X | | | X | |
| | Japanese | | | | | | X | | | |
| | Korean | X | | | | | | | | |
| Lynn | Chinese | | | | | | | | X | |
| | Japanese | | | | | | X | X | | |
| | Korean | | X | | | | | | | |
| Madrona | Chinese | | | | | X | | | | |
| | Japanese | | | | | | | | | X |
| | Korean | X | | | | | | | | |
| Magruder | Chinese | | | | | | X | | | |
| | Japanese | | | | | | | X | | |
| | Korean | | X | | | | | | | |

As mentioned earlier, during on-site school visits, the evaluator first interviewed the key project staff, principal, assistant principal, ESL teacher, reviewed documents and then visited the grades and classrooms selected at random according to his sampling plan. During classroom visits, teachers and bilingual instructional assistants were observed and a review of student information was made. The review included the students' initial status and evidence of progress. Classroom observations and teacher interviews were greatly facilitated by the fact that either the principal, assistant principal or the ESL teacher took over the teaching tasks, thereby freeing the classroom teacher and instructional assistant. In an effort to be as unobtrusive as possible, the evaluator attempted to keep the teacher and instructional assistant interviews to between ten and fifteen minutes.

The data gathered during his on-site visits plus that received by mail later, form the foundation on which the evaluator based his findings together with his conclusion as to whether or not each project objective in the Evaluation Plan was attained.

## Goal 1.0 STUDENT INSTRUCTIONAL

**By July, 1991, Limited English Proficient (LEP) Chinese, Japanese and Korean students in the six project middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder who have participated in the program from one to three years will demonstrate their progress towards increased English proficiency, academic achievement, and redesignation as Fluent English Proficient (FEP).**

### Student Objectives 1.1., 1.2. and 1.3.

### Student Objective 1.1

**By September, 1989, LEP Chinese, Japanese, and Korean students in the six project middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder will take the Comprehensive Test of Basic Skills (C.T.B.S.) reading, language, social studies, and science tests to establish baseline data for future determination of student progress towards increased English proficiency, academic achievement and redesignation (36th percentile). (Measurement: project students' C.T.B.S. reading, language, social studies and science test scores.)**

Student Objective 1.2

**By July, 1990, 80% or more project students at the six project schools who have taken the C.T.B.S. social studies tests February/March, 1989 and have participated in social studies classes utilizing the sheltered approach with native language support will show six months growth on the social studies portion of the C.T.B.S. tests. (Measurement: comparison of C.T.B.S. social studies pre and post test scores.)**

Student Objective 1.3

**By July, 1990, 80% or more project students at the six project schools who have taken the C.T.B.S. science tests in February/March, 1989 and have participated in science classes utilizing the sheltered approach with native language support will show six months growth on the science portion of the C.T.B.S. tests. (Measurement: comparison of C.T.B.S. science pre and post test scores.)**

By September 1989, baseline C.T.B.S. Test scores had been collected on the district's LEP Chinese, Japanese and Korean students. Score report data on the LEP children came to the district in two forms. Project students' reading, mathematics and language arts scores came in familiar computer printout form (Appendix A, Items 1 & 2) to the Title VII Project office, while students' scores in social studies and science came on computer tape to the district's data processing office.

The district's Title VII office has already entered each student's reading, mathematics and language arts percentile rank scores into a microcomputer spreadsheet file ("Excel") that can be used not only by project staff but also by the external evaluator. (Please see Appendix A, Item 3.)

But before the evaluator can analyze the data and report on the attainment of test score related program objectives, each Title VII student's social studies and science scores need to be sent from the district's data processing office, where they are on tape, to the Title VII office where they can be added to the student test score spreadsheet file, copied and sent on microcomputer disk to the evaluator. A memo from the Torrance Unified School District's manager of data processing to the Title VII director stated that his target date for loading

converting and sending the "taped" social studies and science scores to the Title VII office was "...by the end of February (1990)." (Please see Appendix A, Item 4.) The district's data processing manager could not complete the Title VII data transfer earlier than this because a new district computer system was being installed.

## Conclusion

Although two of the five C.T.B.S. subtest scores (social studies and science) for each project student have not yet been received by the Title VII office, substantial progress has been made toward the attainment of Student Objectives 1.1, 1.2. and 1.3.

## Addendum

It is possible to use C.T.B.S. Test Score information to determine the number of LEP Chinese, Japanese and Korean students who are being served by the Title VII Project. If a project student is defined as "one who has both C.T.B.S. reading and language arts pretest scores taken in February 1989 and on file in the Title VII Project office", then the total number of project students district wide is two hundred and twenty-nine (229). (Please see Table 4 below.)

**Table 4**

**Number of Title VII Students in Each of the Six Middle Schools**

| School | Number of Project Students |
|---|---|
| Calle Mayor | 55 |
| Casimir | 33 |
| Hull | 29 |
| Lynn | 58 |
| Madrona | 31 |
| Magruder | 23 |
| TOTAL | 229 |

**Objectives A.1.1., A.1.2.**

**Activity Objective A.1.1**

**By November of each project year, the principal, assistant principal, and the ESL teacher at each of the six project schools will identify those LEP students whose primary language is Chinese, Japanese and Korean. (Measurement: T.U.S.D. LEP initial identification records including the Bilingual Syntax Measure in English, and the designated District Language Assessment Tests in English and primary language.)**

**Activity Objective A.1.2**

**By November of each project year, the principal, assistant principal, ESL teachers, and classroom teachers at the six project schools will see that the students who are**

**identified as LEP Chinese, Japanese, or Korean have been placed in the "appropriate program": ESL, bilingual classroom, sheltered groups and/or classes. (Measurement: may include class lists, schedules, Individual or Group Learning Plans.)**

As noted earlier in this report, the Torrance Unified School District operated a Title VII Project at the elementary school level for four years, beginning with 1984-1985 school year and running through 1987-1988. The Title VII elementary project document contained an objective very similar to this one. Year after year the outside evaluator consistently found that Torrance's elementary school Title VII staff performed LEP Japanese and Korean students' initial assessment and placement in a "fast and efficient" manner.

Although this middle school Title VII Project involved older LEP students (grades 6, 7 & 8) including students from a third language group (Chinese), as well as different Title VII school staff members, the external evaluator again found that project students were assessed and placed in the "appropriate program" in a very fast and efficient manner. (Please see Appendix B.)

## Conclusion

These two Objectives were easily attained.

### Activity Objective A.1.3

**By June, 1989, and each subsequent year at each project school, the ESL, sheltered social studies, science teachers, and instructional assistants will provide assistance to project students and keep records of project students' progress. (Measurement may include: student work folder, report cards, student progress reports, and computer printout grades.)**

During each of the six school site visits, the evaluator selected three or four project students whose initial status and progress would be followed by means of observation, interview, and record review. The actual sample of twenty project students was graphically displayed in Table 3 of this report. As mentioned earlier, the evaluator drew his sample from each of the three primary language groups (Chinese, Japanese, and Korean); each of the three project identified curriculum areas (ESL, social studies, and science); and each of the three grade levels (sixth, seventh, and eighth) at each school.

Because this was the first year of program operation, the evaluator spent a great deal of time talking to ESL, social studies, and science teachers as well as instructional assistants about the initial status and progress of the twenty Title VII students in the sample. Since 1988-1989 was the implementation year, the evaluator wanted to make sure the teachers and instructional assistants were working together well, understood the needs of their Title VII students, and were implementing the project as described in the grant application and the Evaluation Plan. Based on information collected by the evaluator, the answer to each of these questions was "Yes."

Instructional assistants were seen working with project students in ESL, sheltered social studies, and sheltered science classes. Teachers of these classes as well as instructional assistants who were interviewed reported cooperating in many ways including a planning activity they referred to as "lesson analysis."

The evaluator expected the ESL teachers to be committed to the project goal of increasing the level of English language proficiency of students whose primary language was not English. After all, ESL teachers have specialized in this area. This was found to be the case; ESL teachers spoke in ways that showed they were committed to the goal, knew much about teaching strategies that could and were being used, and could describe in detail what they were doing for individual students.

Furthermore, teachers working in sheltered social studies or science classes demonstrated a knowledge of what "sheltering" was and were able to describe in detail what their sheltered teaching strategies were for students in the evaluator's sample. The same was true for instructional assistants.

Some representative comments about students that were made by teachers and instructional assistants were as follows.

- "He is an 'L1' orally and an 'L2' in writing."
- "She is very competent . . . can do the same work as the rest of the class . . . needs no modification . . . she's getting a 'B' in achievement and an 'A' in effort."
- "He's doing great. He took a chapter test this morning . . . is getting a 'B' in academics and a 'B' in effort . . . solid 'B's' across."

- "He finds some vocabulary words hard."
- "His ESL teacher met with his parents."
- "She tells me, 'I want to sit by Esther.'"
- "He stills finds it hard to understand. He's frustrated because he cannot read the textbook well."
- "She was terrified for the first three weeks. Now she's able to speak in very simple sentences."
- "He's the only one in class who speaks Chinese. He cannot speak in complete sentences yet. He comes to me and points.. . . uses the dictionary a lot.
- "He was almost in tears in the beginning, but he had no problems with numbers."
- "Now she's close to writing a sentence. When she tries and can't, I ask her to write one word that fits."

In addition to talking with teachers and assistants, the evaluator also talked directly with a cross section of project students. (A translator was often needed.) Two exchanges between the evaluator and a student are given below.

Evaluator: "How are you doing in English?"

Student #1: "I can write a good sentence (see?), but a composition is a lot harder."

Evaluator: "Does (the instructional assistant) help you?"

Student #2: "Yes. She helps me. Reading English is easier. We read a lot of stories. . . . writing is a lot harder than reading." (Student work was seen.)

Teachers and instructional assistants also described what they were doing for evaluator selected students.

- "We're using corebooks; e.g., 'My Side of the Mountain.' . . . I have two instructional assistants in my classroom. I meet with them about my 'L1' students and go over story context and directions. They translate assignments. My 'L1's' have a tutor in reading too."

- "She sits next to another student who speaks both languages. We give her selected parts of the regular assignment."

- "Out of my class of 30, 17 are sheltered. We do part of our lab work in cooperative education groups. On vocabulary, we take it slow . . . (and) do a lot of demonstration."

- "We're doing the 'House of Representatives' and she is representing her state." (The evaluator watched part of a "session" of the "House," including the call to order, the colors, and the "Pledge of Allegiance." The content of the student's work folder was also reviewed.)

- "I shorten her assignment . . . have her work in a group of four kids and get her peer help."

- "After we talk about the lesson and I do a 'walk through'" said a teacher, "then I like to do a little coaching."

- "We take the test, which is too hard and translate it into Korean. Then we spend a lot of time on the vocabulary."

- "He sits next to another lower level kid. When it comes to vocabulary for him, I don't give a grade."

- "We put together these great workbooks that cover the same ideas in history but at different levels, so I can find his 'real level.' For testing, I use shorter questions."

- "I'm using 'cooperative learning' with him but he still finds it hard to speak to the group . . . I shorten his assignments, give him fewer concepts, and do not give him a grade."

- "I use a lower level text, (require) easier work and concepts... and I rephrase."

The evaluator was pleased to hear teachers use the word "we" in describing what was being done to help Title VII students. Several site administrators had expressed concern about how their middle school teachers might react to "sharing their students" and "their classroom and materials" with someone new--someone called an "instructional assistant." In spite of the fact that in California middle school teachers typically have not had previous experience in utilizing instructional assistants, the classroom teacher and assistants were, by April 1989, clearly working together to assist project students. Judging from teacher comments, the previously solitary teacher had come to see herself as her classroom's instructional team leader, and "we" (the team) the ones who would help the student achieve proficiency.

Often, if there is resistance to a new project, that resistance is met in the classroom itself. The evaluator saw no evidence of such resistance. Rather, the nearly automatic "we" language of teachers and assistants indicates that cooperation, not resistance, was the hallmark of this first year of project implementation.

## Conclusion

This Objective was attained.

### Activity Objective A.1.4

**By June, 1989, and each subsequent year at each project school, sheltered classroom teachers, ESL teachers, instructional assistants, principals, and assistant principals will keep track of the relative amount of whole class, small groups, and/or individual instructional time spent with project students in each subject area. (Measurement: may include class schedules, sheltered lesson plans, project teacher and instructional assistant assignments, observations.)**

Three Evaluation Plan Objectives (A.1.1., A.1.2. and A.1.4.) address the concerns of: 1.) identifying LEP Chinese, Japanese and Korean students, 2.) placing them in the "appropriate program", and 3.) keeping track of time spent in certain subject areas. During the evaluator's on-site school visits, site personnel shared project student folder information, including initial identification records (Bilingual Syntax Measure [BSM] test results, etc.), and class schedules--one for each LEP student in the

evaluator's sample. Initial LEP designation procedures and records were in place and had been used in the identification of project participants.

Class schedules showed that selected LEP students were programmed into the appropriate reading (ESL), language arts, social studies and science classes. Their reading class was an ESL class specifically designed for students of their primary language group, and their other classes were "sheltered." For each student in the evaluator's sample, middle school "course and teacher" list information and LEP "student class schedule" information matched. Finally, student class schedule information clearly showed which period that student was to be in which class, including his ESL, language arts, social studies and science classes. (Please see Appendix C, Items 1 & 2.)

## Conclusion

These three Objectives were attained.

### Activity Objective A.1.5

**By June, 1989 and each subsequent year at each project school, principals and/or assistant principals at each project school with the assistance of sheltered classroom teachers, ESL teachers, and instructional assistants, will collect information on changes in the rate of student 1) grade retention; 2) dropout; 3) absenteeism; 4) placement in special education classes; and 5) placement in a program for gifted and talented. (Measurement: may include student lists, placement documentation, report cards, and school records.)**

During meetings with school site staff, the project director and the evaluator discussed the Title VII requirement that changes in each of these five areas be reported annually. Various reporting formats were suggested and the one judged the "best" was selected.

As agreed, principals used that format in June 1989 to report those changes to the project director. As of that date, only one school, Calle Mayor, reported changes, and those affected only four LEP students. At that school, three LEP sixth graders and one LEP seventh grader were referred for placement in a special education class. (Please see Appendix D.) As could be expected this early in the project, not many changes had taken place.

## Conclusion

This Objective was attained.

## Student Objective 1.4

**By July, 1989 and each subsequent year, 80% or more of LEP Chinese, Japanese, and Korean project students at the six project schools will demonstrate positive self esteem as a result of their participation in a school cultural event or events reflecting their cultures. (Measurement: project student questionnaire.)**

A major challenge in the field of psychometry is the accurate measurement of students' "self-esteem". The following quote from the book, Measures of Social Psychological Attitudes may be illuminating.

> The construct of self-esteem has been used by many people in diverse ways ...While most people acknowledge having a sense of self, research in the area of self-esteem has been plagued with ambiguities. Reviews of the literature (e.g., Wylie, 1961) suggest that self-esteem has been related to almost every variable at one time or another. Despite the popularity of self-esteem, no standard theoretical or operational definition exists. Careful work is needed to put self-esteem research on a sound footing. (Robinson and Shaver, 1973.)

Despite the recognized measurement problems, the goal of increasing or enhancing a student's level of self-esteem seems laudable, and one that has found its way into many funded projects designed to assist certain "at need" groups; in this case, Torrance's Title VII Chinese, Japanese and Korean middle school students.

The approach taken here in the first year of project operation, was to determine what cultural events were held at each school and ask project students the question, "How did you feel about the cultural event that reflects your heritage?"

The questionnaire to LEP students was color coded and printed in English on one side and the responding student's primary language on the other side (Please see Appendix E, Items 1-4.) Some students wrote their answers on the side of the questionnaire that was printed in English (Appendix E, Item 5), while others wrote their answers either in their primary language or in English on the side of the questionnaire that was printed in their primary language (Appendix E, Item 6). If a student responded by writing in his primary language, his responses were later translated into English by an instructional assistant at that school. Frequency of student responses within the categories of "Very Good", "Good", "Bad", and "Very Bad" are shown in Table 5 on the following page.

This Objective calls for "80% of project students at the six project schools" to demonstrate "positive" self-esteem, but as can be seen in Table 5, 56% (not 80%) of all project students selected the positive response categories of "Good" or "Very Good" in response to the question, "How did you feel about the cultural event that reflects your heritage?"

The percentage of project students answering "Good" or "Very Good" varied widely across the six schools. From high to low, the percentages were: 100% (of a total of 14 responding students) at Magruder; 83% (of 23) at Hull; 71% (of 56) at Lynn; 63% (of 16) at Madrona; 54% (of 13) at Casimir; and 20% (of 60) at Calle Mayor. The 80% level was achieved or surpassed at two schools, Magruder (100% of 14) and Hull (83% of 23), but missed at the other four schools and at the district level (56% of 182).

## Conclusion

This Objective was not attained.

## Commentary

Operationally defining student self-esteem in terms of their positive responses to the question, "How did you feel about the cultural event that reflects your heritage?" obviously led to a surprising and disappointing outcome. It seems clear that project personnel did not expect that such large number of students would select the negative response categories of "Bad" and "Very Bad".

TABLE 5

Responses by Title VII Students to the Question,

"How Did You Feel About the Cultural Event That Reflects Your Heritage?"

| Middle School | Primary Language | Student Response Categories & Frequencies | | | | | Total No. Responding | Percentage Answering Positively Either "Good" or "Very Good" | |
|---|---|---|---|---|---|---|---|---|---|
| | | "Very Good" | "Good" | "Indifferent" | "Bad" | "Very Bad" | | Each Language | Each School |
| Calle Mayor | Chinese | 1 | 1 | 4 | 1 | 2 | 9 | 22% | |
| | Japanese | | 3 | 16 | 17 | 8 | 44 | 7% | |
| | Korean | 4 | 3 | | | | 7 | 100% | |
| | School Total | 5 | 7 | 20 | 18 | 10 | 60 | | 20% |
| Casimir | Chinese | | | 1 | | | 1 | 0% | |
| | Japanese | 1 | 3 | 4 | | | 8 | 50% | |
| | Korean | | 3 | 1 | | | 4 | 75% | |
| | School Total | 1 | 6 | 6 | | | 13 | | 54% |
| Hull | Chinese | 1 | 1 | 1 | | | 3 | 67% | |
| | Japanese | 3 | | 2 | | | 5 | 60% | |
| | Korean | 7 | 7 | 1 | | | 15 | 93% | |
| | School Total | 11 | 8 | 4 | | | 23 | | 83% |
| Lynn | Chinese | 2 | 10 | 1 | 1 | 1 | 15 | 80% | |
| | Japanese | 1 | 14 | 7 | 1 | | 23 | 65% | |
| | Korean | 7 | 6 | 2 | 3 | | 18 | 72% | |
| | School Total | 10 | 30 | 10 | 5 | 1 | 56 | | 71% |
| Madrona | Chinese | | 3 | 1 | | | 4 | 75% | |
| | Japanese | 2 | 5 | 1 | 1 | 3 | 12 | 58% | |
| | School Total | 2 | 8 | 2 | 1 | 3 | 16 | | 63% |
| Magruder | Chinese | 1 | | | | | 1 | 100% | |
| | Japanese | 2 | 1 | | | | 3 | 100% | |
| | Korean | 4 | 6 | | | | 10 | 100% | |
| | School Total | 7 | 7 | | | | 14 | | 100% |
| GRAND TOTAL | | 36 | 66 | | | | 182 | | 56% |

* Above 80% as called for in the Evaluation Plan Objective.

It is possible of course that the approach taken in measuring self-esteem was somewhat flawed in that it may be measuring more the students' satisfaction with their school's cultural event(s) than the student's level of self-esteem, which one might logically expect would improve along with the student's improvement in English language proficiency. It is also possible that project students, especially Japanese students, found something disappointing or even offensive in their school's Japanese cultural event. As we shall see below when actual student comments are reviewed, there is evidence for this second explanation.

A closer look at Table 5 reveals that although three Korean students at Lynn and three Chinese students at Calle Mayor were also "negative", most of the negative responses came from twenty-eight Japanese LEP students at two of the schools, Calle Mayor and Madrona.

Table 5 information has alerted us to the fact that some LEP Japanese students were very negative in their assessment of "their" cultural event. Comments the students wrote (or instructional assistants rewrote) shed some light on why they selected "Bad" and "Very Bad" when asked, "How did you feel about the cultural event that reflects your heritage?"

Some comments from LEP Japanese students were:

- "I loved International Friendship Luncheon, but I hate dance because it was not true Japanese dancing (weired) [sic] so I was ashamed."
- "I would like to change the dancing."
- "I thought that Japanese dance was strange. It was not real Japanese dance."
- "The dance is a very old style so it very boring."

Obviously a number of Japanese students did not like the dancing that was part of their cultural event. On the other hand, a number of students from all of the groups were very positive.

- "It was super."
- "Very good."

- "Great, wonderful."

- "I think the cultural is very good and those culturals are good for us like we can understand a lot of things like other countries."

- "I think cultural is good because many people can learn about other country and for me, I proud about my country."

- "I think it's very good idea to let other nationality people know about our culture."

- "I wish we should keep make an effort to have American student to understand more about Japan."

Implicit in a number of comments was a positive assessment of their school's multicultural event(s).

- "There isn't anything to change, but I would like to see the cultural event more often."

- "I wish get more cultural events."

- "I think that is very good cultural event. And I want this thing should be every year."

- "I wish there will be a culture event once in a month."

Finally, one student's comment exactly captured what project personnel had hoped would occur. He wrote:

- "I think this is good celebrations. I am proud that I am Korean because of this celebration."

Well before October 1989, each principal had received his school's questionnaire results, including student's written comments, so it is likely that, by early in the fall semester of the second year of the project, site personnel had already begun to investigate the possible reason(s) for the unexpected negativity.

## Activity Objective A.1.6

**By July 1989 and each subsequent year, at least one cultural event involving the Chinese, Japanese, and Korean cultures separately or together will be held at each project school. (Measurement: proof of held event, such as invitations, notices, school calendars, and pictures.)**

Since each school could have had one event (and involved all three language/cultural groups), or three events (and involved one group at each), between six and eighteen cultural events should have taken place.

In any event, all three language/cultural groups at each school should have been involved. However, despite efforts at each school, one group (Korean) at one school (Madrona) was left out. Title VII staff members at Madrona tried to hold a Korean cultural event, but were unable to make it happen. (Please see Table 5.) It should be noted that at many of the schools, this was the first time a multicultural event like this had been tried.

The cultural events that occurred were as follows:

- Calle Mayor Middle School
  International Luncheon (all three groups)
- Casimir Middle School
  Multicultural Day (all three groups)
- Hull Middle School
  New Year's Day (Chinese)
  International Luncheon (all three groups)
- Lynn Middle School
  New Year's Parade & Celebration (Chinese)
  Cultural Day (Japanese)
  New Year & Kite Fly (Korean)
- Madrona Middle School
  Development of Kanji (Chinese)
  Origami (Japanese)
  No event (Korean)
- Magruder Middle School
  Friendship Lunch (all three groups)

Please see Appendix F for a copy of an invitation to Casimir's "Multicultural Friendship Exchange Day" and copies of photographs

taken during Magruder's "Friendship Lunch" and Lynn's "Japanese Culture Day".

## Conclusion

This Objective was not attained.

## Student Objective 1.5

**By July, 1989, and each subsequent year, a designated percentage of project students in each of the six project schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder identified as of September 30th of each school year will be redesignated as FEP (Expected percentage at each school: Calle Mayor, 10%; Casimir, 15%; Hull, 8%; Lynn, 10%; Madrona, 1%; Magruder 10%.)**

**Table 6**

**Number and Percentage of Title VII Students Who Were Redesignated 1988-1989**

| School | Number of Project Students | Redesignated Number | Redesignated Percentage |
|---|---|---|---|
| Calle Mayor | 55 | 4 | 7.3% |
| Casimir | 33 | 5 | 15.2%* |
| Hull | 29 | 10 | 34.5%* |
| Lynn | 58 | 10 | 17.2%* |
| Madrona | 31 | 1 | 3.2%* |
| Magruder | 23 | 3 | 13.0%* |
| TOTAL | 229 | 33 | 14.4% |

* Actual percentage redesignated exceeded estimate.

Districtwide, a respectable "more than fourteen percent" (14.4%) of the project's first year students were actually redesignated. Nevertheless, the "beginning-of-the-school-year" estimate was off just slightly at the first school, Calle Mayor, where the percentage that would be redesignated by the end of the year was estimated to be "10%". (A little over seven percent [7.3%] actually were.) If only two more children at Calle Mayor had been redesignated, the actual redesignated percentage would have been 10.9% (six divided by fifty-five). In this case, the actual redesignated percentage reached by the end of the school year would have been greater that the estimate of 10% made at the start of the school year. All six school estimates would then have been exceeded and the Objective as written would have been attained. However, four students (7.3%) were actually redesignated at Calle Mayor, not six (10.9%).

## Conclusion

This Objective was not attained.

## Recommendation

Consider rewriting this Objective such a way that estimated school level percentages that are just missed--as one was here--are not enough to cause the Objective to be judged "unattained".

## Student Objective 1.6 and Activity Objective 1.7

### Student Objective 1.6

**By July, 1990 and each subsequent year, 70% or more of the redesignated project students in the project schools or other Torrance schools will be experiencing satisfactory progress in the regular instructional program after the first quarter of the school year. (Measurement: T.U.S.D. follow-up questionnaire after the first quarter.)**

### Activity Objective A.1.7

**By March, 1990 and each subsequent project year, the principal and/or assistant principals will provide a follow-up of redesignated project students in a project school or other Torrance schools to determine if they are experiencing satisfactory**

**progress in the regular instructional program after the first quarter of the school year. (Measurement: follow-up questionnaire)**

The completion dates for these two objectives fall toward the end of the second year of program operation, and the attainment levels for each will be addressed in the Second Evaluation Report not this first one.

## GOAL 2.0 STAFF DEVELOPMENT

**The sheltered science, social studies, ESL teachers and project instructional assistants of the six project middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder will participate in inservices on the sheltered approach and be provided career ladder opportunities for bilingual teaching.**

### Activity Objective A.2.1

**By September, 1989, 90% or more of sheltered science, social studies, ESL teachers and project instructional assistants of the six project middle schools will be inserviced in second language acquisition, sheltered approach, and Chinese, Japanese, and Korean, cultural awareness (Measurement: Project director will provide sign-in attendance sheets.)**

In June of 1989 the assistant superintendent of Educational Services, Dr. Gail Wickstrom, sent out a newsletter in which she summarized the Title VII inservices for the school year 1988-1989. A copy of her "Updates" newsletter and a related sign-in sheet are in Appendix G. Her newsletter provides an impressive list of project inservices that concerned, among others, the areas described in this Activity Objective.

### Conclusion

This Objective was attained.

**Activity Objective A.2.2**

**By September, 1989 and each subsequent year, those project teachers with bilingual classes and who are not fully certificated as bilingual instructors will be encouraged to participate in university or college courses specifically preparing them for bilingual instruction certification. (Measurement: Class enrollment and completion.)**

Before September 1989 three courses were held to prepare Title VII teachers for bilingual instruction certification. Those classes were as follows:

- A "Japanese History & Culture" class (which began meeting on March 18, 1989)
- A "Bilingual Methodologies" class (which began meeting on April 1, 1989)
- A "High Intensive Language Training (H.I.L.T.)" Japanese 2A2B class (which began meeting on June 26, 1989)

Please see Appendix H for related documentation.

**Conclusion**

This Objective was attained.

**GOAL 3.0 MATERIALS**

**The middle school curricula of literature-based language arts, social studies, and science will be modified based on the sheltered approach.**

**Activity Objective A.3.1**

**By September, 1989 and each subsequent year, project ESL, social studies and science teachers from the six project schools will modify the existing middle school curriculum of literature-based language arts, social studies and science using the sheltered approach. (Measurement: modified curriculum in the previously mentioned content areas.)**

**The Title VII Project director provided the evaluator with copies of lessons that had been modified using the sheltered approach. Selected copies of lessons or parts of lessons are contained in Appendix I. Examples of modified lessons shown there are as follows.**

Examples of "Sheltered" Lessons for LEP Students.

- **Modified literature lessons:**
  **"Tom Sawyer," "Call of the Wild," and "Poe"**

- **Modified social studies lesson:**
  **"The Aztec: Empire Builders of Mexico"**

- Modified science lessons:
  "Exploring Space" and "Chemical Properties and Changes"

## Conclusion

This Objective was attained

### Activity Objective A.3.2

**By September, 1989 and each subsequent year, Chinese, Japanese, and Korean instructional assistants will translate the modified middle school sheltered approach curriculum as needed. (Measurement: translated curriculum.)**

Several translated lessons were given to the evaluator. Copies of page one of a lesson written in both English and Chinese are shown in Appendix J. Appropriately, the Title of the lesson is "China's T'ang Dynasty: Progress in the Middle Ages."

## Conclusion

This Objective was attained.

### Activity Objective A.3.3

**By September, 1989 and each subsequent year, the project director and staff will locate, evaluate, acquire and/or develop as needed, instructional materials for literature,**

**social studies, and science for grades 6, 7, and 8 in English, Chinese, Japanese, and Korean. (Measurement: instructional materials.)**

A number of books were located and purchased. A sampling of titles follows.

- "The Constitution of the United States" (in English, Chinese, Japanese, and Korean).
- "Chinese Mother Goose Rhymes".
- "The Adventures of Tom Sawyer" (Chinese and Korean).
- "Ann Frank: The Diary of a Young Girl" (Korean).
- "Yeh-Shen: A Cinderella story from China" by Ai-Ling Louie.
- "Korean Cinderella," edited by Edwards Adams.

The two Asian Cinderella stories may be of interest. An English translation by Ai-Ling Louie of the Chinese story begins this way:

> In the dim past, even before the Ch'in and the Han dynasties, there lived a cave chief of southern China by the name of Wu. As was the custom in those days, Chief Wu had taken two wives. Each wife in her turn had presented Wu with a baby daughter. But one of the wives sickened and died, and not too many days after that Chief Wu took to his bed and died too. (p. 1)

> Yeh-Shen, the little orphan, grew to girlhood in her stepmother's home. She was a bright child and lovely too, with skin as smooth as ivory and dark pools for eyes. Her stepmother was jealous of all this beauty and goodness, for her own daughter was not pretty at all. So in her displeasure, she gave poor Yeh-Shen the heaviest and most unpleasant chores. (p.1)

Further into the story, Yeh-Shen's clothes are transformed and of course she gets new shoes.

> As soon as she was alone, Yeh-Shen went to speak to the bones of her fish. "Oh, dear friend," she said, kneeling before the precious bones, "I long to go to the festival, but I cannot show myself in these rags. Is there somewhere I could borrow clothes fit to wear to the feast?" At once she found herself dressed in a gown of azure blue, with a cloak of kingfisher feathers draped around her shoulders. Best of all, on her tiny feet were the most beautiful slippers she had ever seen. They were woven of golden threads, in a pattern like the scales of a fish, and the glistening soles were made of solid gold. (p.9)

The story is more than a little familiar to anyone who has read the Cinderella story in English or seen the Disney movie; and well it should be. As noted in the beginning of the story of Yeh-Shen, "...the oldest European version of Cinderella was found to be an Italian tale from 1634. Since the Yeh-Shen story predates that tale (by more than 1,000 years!), Cinderella seems to have made her way to Europe from Asia..." (p. i)

Certainly the "Korean Cinderella" is familiar too. Please see Appendix K, Item 1 for a picture of the girl "Kongjee" trying on the shoe. The story is printed in both English and Korean.

Also in Appendix K is a copy of a memo from the Title VII Project director in which she describes and provides an Asian literature book sharing schedule. As can be seen, both the "Yeh-Shen" and "Korean Cinderella" stories are on the schedule.

## Conclusion

This Objective was attained.

## GOAL 4.0 PARENT TRAINING

**Parents of project students at the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder will be encouraged to participate in parent education.**

### Activity Objective A.4.1

**By July, 1989 and each subsequent project year, all parents of project students at each school will be encouraged to be involved in school or class activities of their children and parent education. (Measurement: may include notifications, agenda, sign-in-sheets, pictures of presentations or activities.)**

All six middle schools made a series of attempts to inform and involve parents of Title VII students. Documentation for one school, Calle Mayor, was found in their newsletter, "Calle Mayor News" and was representative of those actions taken by all six schools. Copies of several pages of the school's letter are shown in Appendix L. Subjects covered in those articles are as follows:

- A principal's message describing the Title VII Project (Appendix L, Item 1).
- An article describing three assemblies that featured contemporary Japanese dancing (Appendix L, Item 2).
- An invitation to attend teacher parent conferences (Appendix L, Item 3).
- A request for parent volunteer involvement (Appendix L, Item 4).
- An invitation to attend a parent education speech (Appendix L, Item 5).
- A request for parent involvement in helping their children manage stressful change (Appendix L, Item 6).

## Conclusion

This Objective was attained

## Recommendation

That schools consider translating additional information to parents into the appropriate primary language.

### Activity Objective A.4.2

**By June, 1989 and each subsequent year, 80% or more of project students' parents responding to a questionnaire will demonstrate awareness of school activities directed towards parent education. (Measurement: returned questionnaires.)**

A one-page, one-item questionnaire was sent to parents of Title VII students. Parents were asked, "Were you informed of the following school activities during the school year? Below the question were listed seven school activities, and parents checked their responses as "Yes" or "No" to each of the seven activities. (Please see Appendix M.)

Questionnaires to the three Asian Language groups, Chinese, Japanese and Korean, were color coded so that responses for each group could be determined. Results for each school (all three language groups combined) are shown in Table 7 which follows.

As can be seen in Table 7, there were two schools at which the percent of project parents who answered "Yes" to the question, "Where you informed...", was below the 80% level called for in the objective. At Hull the percentage was 74% and at Lynn the percentage was 79%. As noted earlier with a different objective, a change in response of only a few respondents would have pushed the rate above the 80% level at both schools.

## Conclusion

The Objective was not attained.

Table 7

Responses by Parents of Project Students to the Question,
"Were You Informed of the Following School Activities During the School Year?"

| | School | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Calle Mayor | | Casimir | | Hull | | Lynn | | Madrona | | Magruder** | |
| | Answering "Yes" | | Answering "Yes" | | Answering "Yes" | | Answering "Yes" | | Answering "Yes" | | Answering "Yes" | |
| School Activities | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| Back to School Night | 20 | 91% | 8 | 89% | 8 | 100% | 17 | 85% | 11 | 85% | 3 | 100% |
| Open House | 26 | 100% | 8 | 89% | 9 | 100% | 20 | 100% | 13 | 100% | 3 | 100% |
| PTA Program | 22 | 88% | 6 | 86% | 7 | 70% | 16 | 80% | 11 | 85% | 3 | 100% |
| Bilingual Advisory Committee Meetings | 19 | 79% | 9 | 100% | 7 | 78% | 16 | 80% | 13 | 100% | 3 | 100% |
| Special School Activities | 22 | 96% | 9 | 100% | 9 | 100% | 16 | 80% | 12 | 92% | 2 | 67% |
| Class Activities | 20 | 80% | 6 | 86% | 7 | 88% | 12 | 71% | 9 | 69% | 2 | 67% |
| Parent Education Program | 8 | 38% | 5 | 71% | 5 | 63% | 9 | 50% | 8 | 67% | 2 | 67% |
| TOTAL | 137 | 81% | 51 | 90% | 52 | *74% | 106 | *79% | 77 | 86% | 19 | 86% |

* Below the 80% expectancy level called for in the objective.

** All of the respondents from Magruder were Korean

## Addendum

The number of parents who completed and returned their questionnaires varied quite a bit across the six schools--from a high of twenty-two (22) at Calle Mayor to three (3) at Magruder.

## Recommendation

That Title VII staff at each school review the response rate for each group of Title VII parents and, where necessary, make plans to increase response rates during the second project year, 1989-1990. A question naturally arises here, "Would the response rate from parents be higher if the announcements for each of the school activities had been translated into the parents' primary language before being sent home?" In addition, "Is 80% too high a level of expectation for this objective, or do staff just need to work harder to 'get the word out' to these parents?"

## GOAL 5.0 MANAGEMENT

**The project director will manage the project for the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder.**

### Activity Objective A.5.1

**By October, 1988 and each subsequent year, a project director will be employed to coordinate project activities as evidenced by board-approval of hiring. (Measurement: contract memos.)**

A copy of a page entitled, "Reemployment of Certificated Personnel for 1989-90..." shows that as of the May 1, 1989 regular board meeting, Kikuko Nishi was reemployed as resource teacher, special projects ("RES Tchr [spec proj]"). (Please see Appendix N.)

It is clear that Mrs. Nishi was employed to direct the middle school Title VII Project well before the deadline of "October 1988."

## Conclusion

This Objective was easily attained.

Activity Objective A.5.2

**By July, 1989 and each subsequent year, the project director will establish a project bilingual advisory committee, composed of project student parents from Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder middle school. The advisory committee will meet a minimum of three times. (Measurement: meeting notices, minutes.)**

The district's Title VII Advisory Committee met at least three times during the 1988-1989 school year. (A copy of the minutes of a meeting is displayed in Appendix O.)

Conclusion

This Objective was easily attained.

Activity Objective A.5.3.

**By July, 1989 and each subsequent year, the project director will visit each school to review the program quality and compliance. (Measurement: may include dates, interviews, observations.)**

The external evaluator visited the project schools during April 11-28, 1989 (Appendix P, Item 1). The project director visited the schools several times before the evaluator (Appendix P, Item 2). As noted at the beginning of this "First Evaluation Report," the project director accompanied the evaluator on his project review visits. Thus before March 1989, the project director had made thirty-two visits to schools, or an average of more than five visits to each Title VII middle school.

Conclusion

This Objective was easily attained.

## Sections 4 and 5

### Possible Program Evaluation Plan Revision

### and

### Possible Program Modification

Only three objectives were unattained during the first year of program implementation. With some attention by dedicated project staff to Student Objectives 1.4 and 1.5 as well as Activity Objective A.4.2, the overall attainment level on all the Evaluation Plan Objectives should be even higher at the end of the second year, 1989-1990.

At the end of the first year of the project, the outside evaluator was able to report that the project had been implemented as planned and as described in the grant proposal. The district's middle school Title VII project was in place and functioning well.

Already anticipated by the project's Evaluation Plan is the inclusion of the analysis of project students' academic progress as measured by a norm referenced test. The objectives relating to this are to be assessed for the first time during the second year, otherwise the Evaluation Plan for the second year is very similar to the one for the first year. Given the high overall objective attainment level of the first year, only minor modifications would be needed in the Plan and the program for the second year.

# Appendix A
# Item 1
# Printout Showing a Page of a Standard C.T.B.S. Student Score Report

## Class Record Sheet

ctbs Comprehensive Tests of Basic Skills

SCHOOL LYNN PEBBLE SCH
CITY TORRANCE
DISTRICT TORRANCE UNIF
STATE CA
GRADE 06
TEST DATE 03/89
RUN DATE 03/29/89
CTB ID 00101
BATCH 1066
GROUP 023

PAGE 43

| Students | FORM & LEVEL | SCORES | READING: WORD ATTACK | READING: VOCAB | READING: COMPR | READING: TOTAL | SPELLING | LANGUAGE: MECH | LANGUAGE: EXPR | LANGUAGE: TOTAL | MATHEMATICS: COMPU | MATHEMATICS: CONCY/APPLI | MATHEMATICS: TOTAL | TOTAL † BATTERY | REF SKILLS | [illegible] | SOCIAL STUDIES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| [redacted] | U 6 | GE | | 10.9 | 10.9 | 10.9 | 9.6 | 10.9 | 10.9 | 10.9 | 8.9 | 10.9 | 10.9 | 10.9 | 10.9 | 10.9 | 10.1 |
| | | SS | | *829 | 866 | 819 | 730 | *787 | 776 | 782 | 733 | 744 | 739 | 780 | 823 | 760 | 760 |
| | | NCE | | * 98 | 78 | 90 | 69 | * 91 | 90 | 90 | 78 | 81 | 80 | 90 | 89 | 88 | 77 |
| | | NP | | * 98 | 91 | 97 | 81 | * 97 | 88 | 95 | 88 | 97 | 97 | 95 | 97 | 95 | 88 |
| | | NCR | | * 46 | 43 | 88 | 38 | * 38 | 44 | 74 | 37 | 44 | 81 | 843 | 19 | 37 | 37 |
| [redacted] | U 6 | GE | | 9.6 | 9.7 | 9.6 | 10.9 | 10.9 | 10.9 | 10.9 | 8.9 | 10.7 | 10.3 | 10.9 | 10.9 | 10.9 | 9.8 |
| | | SS | | 740 | 784 | 762 | 730 | 769 | 760 | 766 | 733 | 730 | 732 | 750 | 776 | 744 | 722 |
| | | NCE | | 69 | 67 | 68 | 79 | 88 | 78 | 88 | 78 | 83 | 84 | 79 | 78 | 78 | 73 |
| | | NP | | 82 | 79 | 81 | 91 | 98 | 89 | 98 | 89 | 94 | 98 | 92 | 89 | 89 | 88 |
| | | NCR | | 43 | 41 | 84 | 39 | 89 | 48 | 71 | 37 | 43 | 88 | 238 | 18 | 36 | 38 |
| [redacted] | U 6 | GE | | 9.6 | 10.9 | 9.9 | 10.9 | 10.9 | 9.6 | 10.9 | 10.7 | 9.8 | 10.1 | 10.9 | 10.9 | 10.9 | 8.3 |
| | | SS | | 740 | 794 | 767 | *770 | *787 | 721 | 784 | 729 | 722 | 721 | 751 | 776 | 744 | 717 |
| | | NCE | | 69 | 72 | 70 | * 88 | * 91 | 68 | 84 | 83 | 78 | 83 | 88 | 78 | 78 | 68 |
| | | NP | | 82 | 88 | 83 | * 96 | * 97 | 73 | 88 | 88 | 89 | 94 | 98 | 89 | 89 | 73 |
| | | NCR | | 43 | 48 | 88 | * 38 | * 38 | 39 | 69 | 38 | 48 | 88 | 234 | 18 | 38 | 38 |
| [redacted] | U 6 | GE | | 5.6 | 5.7 | 5.8 | 6.6 | 5.6 | 5.8 | 5.6 | 7.8 | 7.8 | 7.8 | 6.1 | 5.8 | 5.8 | 7.8 |
| | | SS | | 684 | 723 | 704 | 693 | 688 | 698 | 689 | 728 | 696 | 707 | 700 | 688 | 688 | 701 |
| | | NCE | | 44 | 48 | 44 | 58 | 48 | 46 | 46 | 59 | 53 | 57 | 47 | 48 | 41 | 52 |
| | | NP | | 39 | 48 | 39 | 58 | 48 | 42 | 42 | 68 | 58 | 64 | 44 | 32 | 33 | 54 |
| | | NCR | | 32 | 38 | 42 | 84 | 29 | 32 | 32 | 33 | 34 | 47 | 161 | 13 | 34 | 39 |
| [redacted] | U 6 | GE | | 3.2 | 4.8 | 3.6 | 3.5 | 6.1 | 2.4 | 3.4 | 8.9 | 8.8 | 6.4 | 6.1 | 2.8 | 2.8 | 4.2 |
| | | SS | | 667 | 641 | 654 | 681 | 692 | *589 | 611 | 733 | 643 | 698 | 644 | *631 | *689 | 688 |
| | | NCE | | 29 | 27 | 24 | 38 | 47 | * 1 | 29 | 78 | 38 | 48 | 88 | * 6 | * 3 | 38 |
| | | NP | | 8 | 16 | 11 | 6 | 48 | * 1 | 8 | 89 | 17 | 47 | 12 | * 1 | * 1 | 18 |
| | | NCR | | 13 | 16 | 29 | 9 | 21 | * 9 | 38 | 37 | 22 | 39 | 118 | * 3 | * 8 | 18 |
| [redacted] | U 6 | GE | | 3.8 | 2.1 | 2.4 | 2.6 | 6.6 | 2.4 | 3.8 | 10.9 | 6.4 | 8.3 | 3.8 | 8.2 | 6.6 | 6.2 |
| | | SS | | 597 | *617 | 557 | *651 | 697 | *589 | 613 | 781 | 687 | 719 | 630 | 668 | 638 | 688 |
| | | NCE | | 18 | * 2 | 4 | * 1 | 88 | * 1 | 21 | 96 | 48 | 69 | 89 | 48 | 38 | 38 |
| | | NP | | 6 | * 1 | 1 | * 1 | 88 | * 1 | 8 | 98 | 47 | 82 | 8 | 31 | 29 | 18 |
| | | NCR | | 12 | * 8 | 17 | * 8 | 22 | * 11 | 33 | 39 | 31 | 79 | 189 | 13 | 28 | 18 |

GE : GRADE EQUIVALENT
NCE : NORMAL CURVE EQUIVALENT
NCR : NUMBER OF ITEMS CORRECT
SS : SCALE SCORE
NP : NATIONAL PERCENTILE

† TOTAL BATTERY INCLUDES TOTAL READING, TOTAL LANGUAGE, AND TOTAL MATHEMATICS

CTBS LEVEL(S): 6
CTBS FORM(S): U

CTBS NORMS BASED ON QUARTERMONTH 04

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# Appendix A
# Item 2
# Printout Showing Another
# Standard C.T.B.S. Student Score Report

TORRANCE UNIFIED SCHOOL DISTRICT

CALLE MAYOR MIDDLE SCHOOL 89

STUDENT TEST HISTORY

STUDENT [redacted] LAST NAME [redacted] FIRST NAME [redacted] M/I GRADE [06] SEX [G] BIRTHDATE [redacted] SPEC-ED-CODES [redacted]

P/F: 1=ADEQUATE PROG 2=SKILL REINFORCE 3=REMEDIAL HELP P=PASS F=FAIL

| | | | | | | G/E | | | | P/C | | | | C/E | | | R/S | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LN | DATE | TEST | GR | SC | P/F | SPC | RD | MA | LG | RD | MA | LG | RD | MA | LG | RD | MA | LG |
| 01 | 03/85 | CTBD | 02 | 08 | | 20 | | 3.5 | | | 81 | | | 068 | | | 045 | |
| 02 | 03/86 | CTBE | 03 | 08 | | | | 3.9 | | | 63 | | | 057 | | | 063 | |
| 03 | 03/87 | CTBF | 04 | 08 | | 25 | | | | | | | | | | | | |
| 04 | 02/88 | COMR | 05 | 08 | 2 | | | | | | | | | | | 024 | | |
| 05 | 02/88 | COMM | 05 | 08 | 1 | | | | | | | | | | | | 042 | |
| 06 | 02/88 | COMV | 05 | 08 | 2 | | | | | | | | | | | | | 012 |
| 07 | 03/88 | CTBG | 05 | 08 | | 25 | 4.6 | 7.3 | 4.2 | 30 | 82 | 23 | 039 | 069 | 034 | 041 | 066 | 033 |
| 08 | 03/89 | CTBG | 06 | 09 | | 25 | 5.0 | 6.4 | 4.8 | 27 | 45 | 29 | 037 | 047 | 038 | 051 | 059 | 042 |

ENTER FUNCTION [ ] LINE [ ] [redacted]

A=ADD B=BACKUP C=CHANGE D=DELETE E=END F=FORWARD G=GET H=HELP L=LAST N=NEXT

## Appendix A
## Item 3
## "Excell" Spreadsheet Showing Selected Student Data
## (with Student Names and Identification Numbers Deleted)

CALLE MAYOR TVII

| | STUDENT # | LAST NAME | FIRST NAME | IN | BIRTH DATE | SEX | GR | PL | WAIV | LEP DATE | FEP DATE | LEFT SCH | FROM | TRANS | RD 89 | MA 89 | LG 89 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | 6/23/75 | B | 8 | 3 | | May-84 | | | | | 19 | 79 | 31 |
| 2 | | | | | 6/27/76 | G | 7 | 4 | | Sep-88 | | | | | 16 | 80 | 18 |
| 3 | | | | | 10/30/75 | B | 7 | 4 | | Sep-88 | | | | | 23 | 65 | 29 |
| 4 | | | | | 4/21/74 | G | 8 | 4 | | Sep-86 | | | | | 33 | 92 | 50 |
| 5 | | | | | 4/14/76 | G | 7 | 4 | | Sep-88 | | | | | 14 | 82 | 10 |
| 6 | | | | M | 10/23/77 | B | 6 | 4 | | Sep-87 | | | | | 21 | 89 | 26 |
| 7 | | | | | 12/19/74 | G | 8 | 4 | | Mar-88 | | | | | 41 | 90 | 60 |
| 8 | | | | | 1/20/76 | B | 7 | 4 | | Jan-89 | | | | | 13 | 76 | 1 |
| 9 | | | | J | 7/6/77 | B | 6 | 4 | | May-87 | | | | | 26 | 94 | 38 |
| 10 | | | | | 10/25/75 | G | 7 | 4 | | Mar-87 | | | | | 32 | 89 | 52 |
| 11 | | | | | 6/11/75 | G | 7 | 4 | | May-87 | | | | | 16 | 90 | 11 |
| 12 | | | | | 7/29/77 | B | 6 | 7 | | Sep-88 | | | | | 3 | 80 | 1 |
| 13 | | | | | 2/8/75 | B | 8 | 7 | | Dec-88 | | | | | 3 | 95 | 23 |
| 14 | | | | | 6/12/76 | B | 7 | 7 | | Dec-88 | | | | | NS | 85 | 11 |
| 15 | | | | | 7/14/76 | B | 7 | 7 | | Sep-88 | | | | | 15 | 80 | 4 |
| 16 | | | | | 7/13/76 | G | 7 | 7 | | Nov-88 | | | | | 17 | 83 | 32 |
| 17 | | | | | 4/2/77 | B | 6 | 7 | | Feb-89 | | | | | 4 | 89 | 2 |
| 18 | | | | | 6/14/75 | B | 8 | 7 | | Sep-88 | | | | | 16 | 78 | 11 |
| 19 | | | | | 3/21/76 | B | 7 | 7 | | Jan-88 | | | | | 51 | 91 | 37 |
| 20 | | | | | 1/22/75 | B | 8 | 7 | | Mar-83 | | | | | NS | NS | NS |
| 21 | | | | | 11/20/76 | G | 6 | 8 | | Oct-87 | | | | | 13 | 91 | 49 |
| 22 | | | | | 11/18/76 | G | 6 | 8 | | Sep-84 | | | | | 46 | 96 | 87 |
| 23 | | | | | 7/18/75 | B | 8 | 8 | | Sep-86 | | | | | 77 | 86 | 68 |
| 24 | | | | | 5/7/75 | G | 8 | 8 | | Sep-87 | | | | | 33 | 92 | 43 |
| 25 | | | | | 10/11/77 | B | 6 | 8 | | Sep-87 | | | | | 19 | 97 | 38 |
| 26 | | | | | 10/6/75 | B | 8 | 8 | | May-86 | | | | | 24 | 91 | 25 |
| 27 | | | | | 12/17/75 | B | 7 | 8 | | Mar-87 | | | | | 10 | 96 | 21 |
| 28 | | | | | 10/14/75 | B | 8 | 8 | | Oct-82 | | | | | NS | NS | NS |
| 29 | | | | | 3/19/75 | G | 8 | 8 | | Jan-89 | | | | | 1 | 84 | 12 |
| 30 | | | | | 2/11/75 | G | 8 | 8 | | Sep-88 | | | | | 20 | 83 | 67 |
| 31 | | | | | 1/19/77 | B | 6 | 8 | | Jan-88 | | | | | 20 | 97 | 26 |
| 32 | | | | | 10/28/76 | B | 6 | 8 | | Jan-88 | | | | | 16 | 86 | 9 |
| 33 | | | | | 7/17/74 | G | 8 | 8 | | Sep-87 | | | | | 20 | 78 | 38 |

# Appendix A
# Item 4
# Memorandum Regarding LEP Students' C.T.B.S. Scores Stored on Tape

**Torrance Unified School District** OCT 3 1989
**Data Processing**

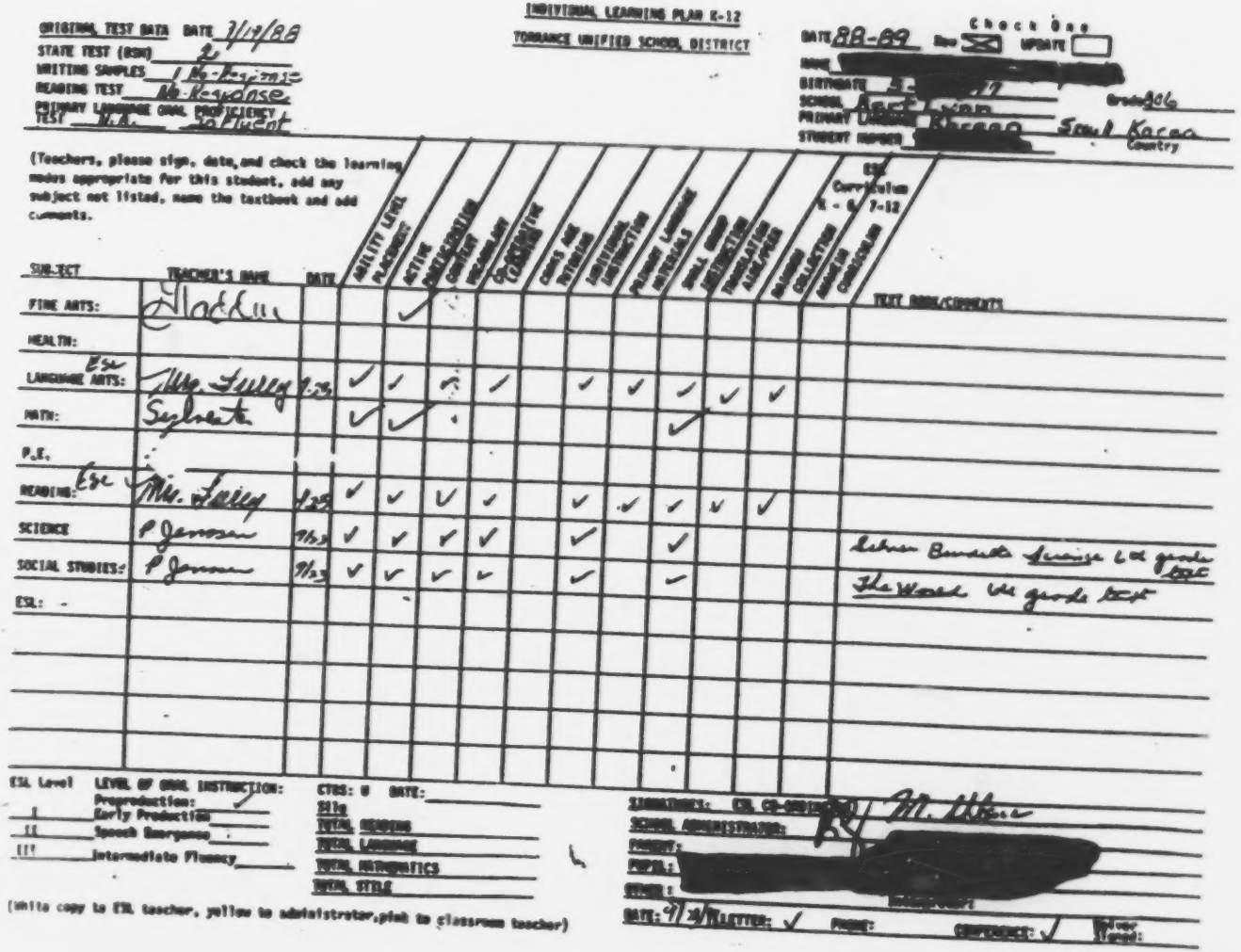
To: Kikuko Nishi, Title VII, Middle Schools
From: Neil Griffith, Manager - Data Processing
Date: September 29,1989
Subject: CTBS Science and Social Studies Test Scores

This memo is in response to your request for a printout of 1989 CTBS social studies and science scores for 6th, 7th, and 8th grade Chinese, Japanese, and Korean Limited English Proficient (LEP) project students. I understand that this report is needed for baseline data for comparison to the 1990 CTBS scores for this group.

At the present time, the Data Processing staff is involved in a conversion of programs and records from our DEC 2060 system to a VAX System. We opened the school year with the elementary and middle schools running on the new system, but have not yet converted the programs that deal with printouts of CTBS records.

Our priority assignment is to complete the conversions of high school programs and files so that the high schools can open the second semester on the VAX system. When this is done, we will go ahead with the conversion of the programs related to testing. We hope to be able to produce the reports that you have requested by the end of February.

## Appendix B
## One Student's Individual Learning Plan
## Showing Placement in the Appropriate program



INDIVIDUAL LEARNING PLAN K-12
TORRANCE UNIFIED SCHOOL DISTRICT

ORIGINAL TEST DATA DATE 7/19/88
STATE TEST (BSM) 2
WRITING SAMPLES 1 No-Response
READING TEST No-Response
PRIMARY LANGUAGE ORAL PROFICIENCY TEST W.A. Proficient

DATE 88-89 Check One: New ☒ UPDATE ☐
NAME [redacted]
BIRTHDATE [redacted]
SCHOOL Arlet [illegible] Grade 6/6
PRIMARY [illegible] Korean
STUDENT NUMBER [redacted] South Korea Country

(Teachers, please sign, date, and check the learning modes appropriate for this student, add any subject not listed, name the textbook and add comments.

| SUBJECT | TEACHER'S NAME | DATE | ABILITY LEVEL PLACEMENT | ACTIVE PARTICIPATION | CONCEPT/SKILL DEVELOPMENT | VOCABULARY DEVELOPMENT | CO-OPERATIVE LEARNING | CONCRETE AND INTUITIVE | ADDITIONAL INSTRUCTION | PLANNED LANGUAGE MATERIALS | SMALL GROUP INSTRUCTION | TRANSLATION AVAILABLE | BALANCED COLLECTION | ESL Curriculum K - 6 / 7-12 | TEXT BOOK/COMMENTS |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FINE ARTS: | Hadlin | | | ✓ | | | | | | | | | | | |
| HEALTH: | | | | | | | | | | | | | | | |
| LANGUAGE ARTS: ESL | Mrs. Farley | 9-23 | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| MATH: | Seybert | | ✓ | ✓ | | | | | | ✓ | | | | | |
| P.E. | | | | | | | | | | | | | | | |
| READING: ESL | Mrs. Farley | 9-23 | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| SCIENCE | P Jensen | 9/23 | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | Silver Burdett Science 6th grade ESL |
| SOCIAL STUDIES: | P Jensen | 9/23 | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | The World 6th grade text |
| ESL: | | | | | | | | | | | | | | | |

ESL Level
I
II
III

LEVEL OF ORAL INSTRUCTION:
Preproduction:
Early Production
Speech Emergence
Intermediate Fluency

CTBS: ☐ DATE:
Stls
TOTAL READING
TOTAL LANGUAGE
TOTAL MATHEMATICS
TOTAL STELE

SIGNATURES: ESL CO-ORDINATOR: M. Ulmer
SCHOOL ADMINISTRATOR: [redacted]
PARENT:
PUPIL:
OTHER:
DATE: 9/26 LETTER: ✓ PHONE: CONFERENCE: ✓ Other Means:

(white copy to ESL teacher, yellow to administrator, pink to classroom teacher)

# Appendix C
## Item 1
## Course & Teacher List Showing Classes Appropriate for LEP Korean & Chinese Students

ST64 MAGRUDER MIDDLE SCH(

RUN DATE: 4/17/89 10:20 AM CLASS LOAD ANALYSIS BY COURSE/TEACH

| CRS# | COURSE-TITLE | TCH# | TEACHER-NAME | PER | SEC# | BLK | SEM | ROOM | SEX | GRP |
|---|---|---|---|---|---|---|---|---|---|---|
| 924 | R S P 6-H | 21 | VASCONCELLOS | 4 | 416 | 1 | Y | 013 | | |
| 924 | R S P 6-H | 21 | VASCONCELLOS | 5 | 508 | 1 | Y | 013 | | |
| 924 | R S P 6-H | 21 | VASCONCELLOS | 7 | 716 | 1 | Y | 013 | | |
| 924 | R S P 6-H | 21 | VASCONCELLOS | 8 | 813 | 1 | Y | 013 | | |
| 932 | READING 6 | 27 | MCMURRAY | 1 | 120 | 1 | Y | 011 | | |
| 932 | READING 6 | 28 | NEWMAN Korean, Chinese | 1 | 122 | 1 | Y | 008 | | |
| 932 | READING 6 | 28 | NEWMAN | 8 | 819 | 1 | Y | 008 | | |
| 932 | READING 6 | 29 | OMISHI | 1 | 123 | 1 | Y | 012 | | |
| 932 | READING 6 | 29 | OMISHI | 8 | 820 | 1 | Y | 012 | | |
| 933 | ADV READING 6 | 27 | MCMURRAY | 8 | 818 | 1 | Y | 011 | | |
| 936 | LANGUAGE 6 | 27 | MCMURRAY | 2 | 216 | 1 | Y | 011 | | |
| 936 | LANGUAGE 6 | 28 | NEWMAN Korean, Chinese | 2 | 221 | 1 | Y | 008 | | |
| 936 | LANGUAGE 6 | 28 | NEWMAN | 7 | 722 | 1 | Y | 008 | | |
| 936 | LANGUAGE 6 | 29 | OMISHI | 2 | 222 | 1 | Y | 012 | | |
| 936 | LANGUAGE 6 | 29 | OMISHI | 7 | 723 | 1 | Y | 012 | | |
| 937 | ADV LANGUAGE 6 | 27 | MCMURRAY | 7 | 721 | 1 | Y | 011 | | |
| 938 | SCIENCE/HLTH 6 | 25 | CLEARY | 2 | 223 | 1 | Y | 010 | | |
| 938 | SCIENCE/HLTH 6 | 25 | CLEARY Korean, Chinese | 7 | 724 | 1 | Y | 010 | | |
| 938 | SCIENCE/HLTH 6 | 26 | GODEL | 2 | 224 | 1 | Y | 002 | | |
| 938 | SCIENCE/HLTH 6 | 26 | GODEL | 7 | 725 | 1 | Y | 002 | | |
| 938 | SCIENCE/HLTH 6 | 30 | PATHEKAS | 2 | 225 | 1 | Y | 001 | | |
| 938 | SCIENCE/HLTH 6 | 30 | PATHEKAS | 7 | 726 | 1 | Y | 001 | | |
| 941 | MATH 6 | 25 | CLEARY | 1 | 124 | 1 | Y | 010 | | |
| 941 | MATH 6 | 25 | CLEARY Korean, Chinese | 6 | 615 | 1 | Y | 010 | | |
| 941 | MATH 6 | 26 | GODEL | 6 | 616 | 1 | Y | 002 | | |
| 941 | MATH 6 | 30 | PATHEKAS | 1 | 126 | 1 | Y | 001 | | |
| 941 | MATH 6 | 30 | PATHEKAS | 6 | 617 | 1 | Y | 001 | | |
| 942 | ADV MATH 6 | 26 | GODEL | 1 | 125 | 1 | Y | 002 | | |
| 943 | SOC STUDIES 6 | 27 | MCMURRAY | 3 | 319 | 1 | Y | 011 | | |
| 943 | SOC STUDIES 6 | 27 | MCMURRAY | 6 | 611 | 1 | Y | 011 | | |
| 943 | SOC STUDIES 6 | 28 | NEWMAN Korean, Chinese | 3 | 320 | 1 | Y | 008 | | |
| 943 | SOC STUDIES 6 | 28 | NEWMAN | 6 | 613 | 1 | Y | 008 | | |



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# Appendix C
# Item 2
# Appropriate Course Schedule for a LEP Japanese Student

[redacted] 90803 ED. CODES 33 SPRING 89

| PER | ROOM | COURSE NAME | C/NO | TEACHER | SEC | SEM |
|---|---|---|---|---|---|---|
| 01 | 016 | ALGEBRA I H B | 0837 | GOODMAN | 0103 | Y |
| 02 | 18 | ESL B | 0902 | ALVAREZ | 0211 | Y |
| 03 | 023 | LANG ARTS B | 0818 | MC CAMPBELL | 0304 | Y |
| 04 | 8E | P. E. 7/8 | 0853 | ROSENTHAL | 0406 | Y |
| 05 | | LUNCH | 0960 | TOKUDO | 0508 | Y |
| 06 | OFF | OFF ASSISTANT | 0991 | TOKUDO | 0617 | Y |
| 07 | 024 | PHYS SCIENCE B | 0823 | GRIFFITH | 0701 | Y |
| 08 | 025 | SOC STUDIES B | 0842 | BAUGHMAN | 0802 | Y |

# Appendix D
# One School's Report on Changes in Grade Retention, Dropout, Absenteeism and Placement in Special Programs

STUDENT OBJECTIVE (A.5)

500.52(c)

TORRANCE UNIFIED SCHOOL DISTRICT
CHANGES IN THE RATE OF STUDENT
TITLE VII MIDDLE SCHOOLS

SCHOOL CALLE MAYOR PRINCIPAL Colby N.C.Ch DATE 6/14/89

Please list names of project Chinese, Japanese, and Korean students, as appropriate, for this school year or indicate "NONE". (Please type or print).

| | Student # | Student Name | Grade |
|---|---|---|---|
| I. Grade Retention | NONE | | |
| II. Dropout | NONE | | |
| III. Absenteeism | NONE | | |
| IV. Referral to or Placement in Special Education Class | [redacted] | [redacted] | 6<br>6<br>7<br>6 |
| V. Placement in Programs for Gifted and Talented | NONE | | |

# Appendix E
## Item 1
## Student Questionnaire in English

**TITLE VII MIDDLE SCHOOLS**

**Student Questionnaire**

SCHOOL:_____

DATE:_____

My Cultural Heritage is: ____Chinese ____Japanese ____Korean

Your School had the following cultural events:

Chinese _____

Japanese _____

Korean _____

1. How did you feel about the cultural event that reflects your heritage?

Very Good___ Good___ Indifferent___ Bad___ Very Bad___

Please write about what you thought of the cultural event:

_____

_____

_____

2. What changes if any, would you like to see in the cultural event?

_____

_____

_____

3. What do you wish?

_____

_____

_____

# Appendix E
## Item 2
## Student Questionnaire in Chinese

TITLE VII MIDDLE SCHOOLS STUDENT QUESTIONNAIRE　Title III (第七号案) 中学　CHINESE

学生问卷调查表

学校名字. _____

日期. _____

我的文化背景. 中国 _____ 日本 _____ 韩国 _____

这所学校举办过何种文化活动?

中国. _____

日本. _____

韩国. _____

1. 你认为这所学校举办的文化活动反应出你的文化背景吗?

很好 _____ 不错 _____ 没有差别 _____ 不好 _____ 很差 _____

你对这文化活动的看法有那些?

_____

_____

_____

2. 你对这文化活动有何不同看法. 请提出建议.

_____

_____

_____

3. 你所希望看法的活动?

_____

_____

_____

**Appendix E**
**Item 3**
**Student Questionnaire in Japanese**

TITLE VII MIDDLE SCHOOLS
STUDENT QUESTIONNAIRE

JAPANESE

# タイトルVII 中学校
## 生徒への質問表

学校名_____

日付_____

私の文化的背景は ___中国 ___日本 ___韓国文化です.

あなたの学校は次の様な文化的行事を行いました。

中国の行事_____

日本の行事_____

韓国の行事_____

1. あなたは自分の文化を反映した行事についてどの様に感じていますか。
非常に良い___ 良い___ 無関心___ 悪い___ 非常に悪い___

あなたが文化的行事と考えているものについて書いて下さい。

_____

_____

_____

2. あなたは今までの文化的行事にどんな変化を持たせたいですか。

_____

_____

_____

3. あなたは文化的行事にどんなものを望んでいますか。

_____

_____

_____

## Appendix E
## Item 4
## Student Questionnaire in Korean

[illegible] SCHOOLS
STUDENT QUESTIONNAIRE

KOREAN

제7 중학교

학생문답.

학교 _____

날짜 _____

국적 : __중국인 __일본인 __한국인

공씨의 학교는 다음과 같은 문화행사를 갖고 있읍니다.

중국인 _____

일본인 _____

한국인 _____

1. 이러한 문화행사가 당신의 상속에 어떻게 초래한다고 생각하십니까?

매우좋음 __ 좋음 __ 그저그러함 __ 나쁨 __ 매우나쁨 __

이러한 문화행사에 대하여 어떻게 생각하시는지 써보십시요.

_____

_____

_____

2. 이러한 문화행사에 대하여 바꿀점이 있다면 무엇이겠읍니까?

_____

_____

_____

3. 무엇을 바라십니까?

_____

_____

_____

# Appendix E
# Item 5
# One Student's Responses to Questionnaire Items

**TITLE VII MIDDLE SCHOOLS**

**Student Questionnaire**

SCHOOL: Bert Lynn Middle School
DATE: May 8, 89

My Cultural Heritage is: √ Chinese ___ Japanese ___ Korean

Your School had the following cultural events:

Chinese: Chinese New Year Parade and Celebration

Japanese: Japanese Cultural Day

Korean: Korean New Year and "kite fly"

1. How did you feel about the cultural event that reflects your heritage?

Very Good___ Good √ Indifferent___ Bad___ Very Bad___

Please write about what you thought of the cultural event:

I liked the events

2. What changes if any, would you like to see in the cultural event?

All the chinese student in [illegible] should join the chinese New Year Parade (not only ESL students)

3. What do you wish?

same as question two.

**Appendix E**
**Item 6**
**Another Student's Questionnaire**
**Responses**

TITLE VII MIDDLE SCHOOLS
STUDENT QUESTIONNAIRE

JAPANESE

タイトル VII 中学校
生徒への質問表

学校名 J.H. Hull
日付 5/22/89

私の文化的背景は ___中国 O日本 ___韓国文化です.

あなたの学校は次の様な文化的行事を行いました.
中国の行事 New Years Day
日本の行事 International Luncoon
韓国の行事 ___

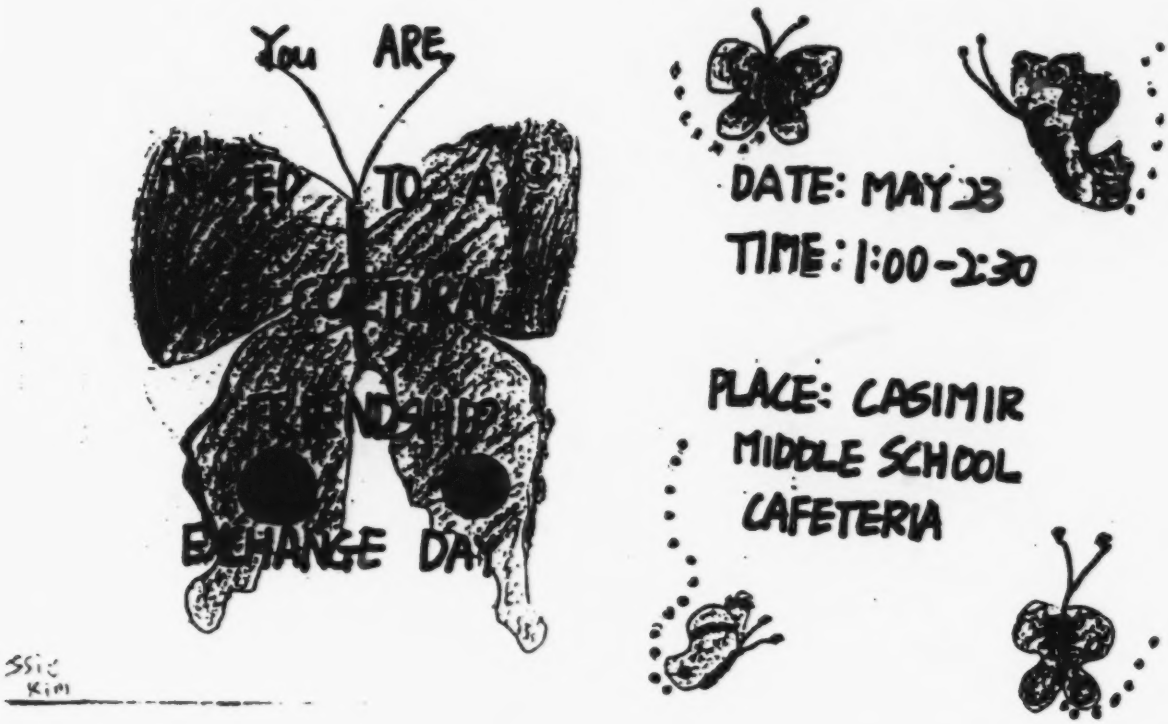
1. あなたは自分の文化を反映した行事についてどの様に感じていますか.
非常に良い O 良い ___ 無関心 ___ 悪い ___ 非常に悪い ___

あなたが文化的行事と考えているものについて言って下さい.
正月, 節分, ひな祭り 子供の日 たなばた
New Years, Girls Doll Festival, ....
Children's Day, August Festival

2. あなたは今までの文化的行事にどんな変化を持たせたいですか.

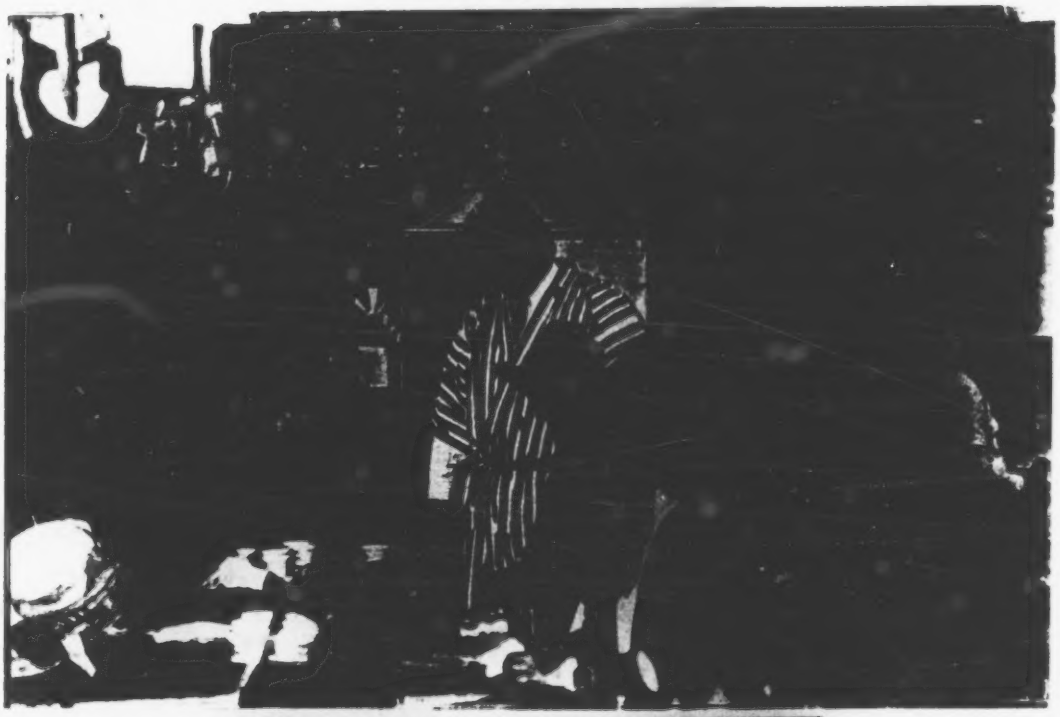
3. あなたは文化的行事にどんなものを望んでいますか.
アメリカの行事(ハロウィン, クリスマス)みたいにもっと明るくしてほしい.
I wish Japanese events would be more fun like Halloween and Christmas.

**Appendix F**
**Item 1**
**Invitation to Casimir's**
**"Multicultural Friendship Exchange Day"**



**Appendix F**
**Item 2**
**Multicultural "Friendship Lunch"**
**at Magruder Middle School**

**Appendix F**
**Item 3**
**"Japanese Cultural Day" at**
**Lynn Middle School**



# Appendix G
# Item 1
# Assistant Superintendent's Newsletter
# Concerning Title VII Inservices
# 1988-1989

JUN 22 1989

UPDATES

TORRANCE UNIFIED SCHOOL DISTRICT

**TITLE VII MIDDLE SCHOOLS INSERVICES WRAP-UP**

The Title VII Middle School Grant "Bridging the Gap: A Sheltered Approach to Language Acquisition and Academic Success" requires most of its staff development for project schools staff during the first year of the grant. Teachers and project bilingual instructional assistants of sheltered science, social studies, and ESL classes attended Title VII Middle Schools inservices during the 1988-89 school year to improve instruction for the project's Chinese, Japanese, and Korean limited English proficient (LEP) students.

**Comprehensible Science**

Science inservice presenters in "Comprehensible Science" were Dr. Arie Korporal and Dr. Alfredo Schifini (Los Angles County, Office of Education) for 7th/8th grade teachers on Sept. 28, and Nov. 9, 1988 at the Torrance Public Library and Levy Curriculum Center. "Comprehensible Science, Sheltered Approach, Second Language Acquisition, Text Adaptation and Modification" presenters at Levy for the 6th grade teachers were LUCILLE LaMIEUX (TUSD Science Consultant), KATHY CLEARY and LEO BODEL, Magruder; CAROL JONES, Calle Mayor; LINDA GRESIK, Staff Development, and KIKUKO NISHI (Title VII Director). TUSD 6th grade inservices were on Oct. 28, Nov.4, Nov. 22, 1988 and January 9, 17, 1989. Two teachers attended the LA County 6th grade training on Oct. 25, Nov. 14, 1988.

Teachers and administrators who attended the 7th/8th grade inservices were - BERNADETTE COWART, CAROL JONES, RICHARD SMITH, AL GOLDSMITH, BILL COLBY, Calle Mayor; JOE KOBE, BILL NEVIN, Casimir; REBECCA LA MAR, KRIS THOMPSON, WINSTON WESSOCK, Hull; MARY MARRA, BILLY MAYE, RICHARD CHEESMAN, JOE ZEILER, Lynn; WENDY GRIFFITH, BILL JENSEN, BILL WALDRON, BILL TOKUDO, Madrona; BILL PALONEY, GAYLE SHEPPARD, KATHY CLEARY, LEO BODEL, SID MORRISON, Magruder; LINDA GRESIK, SUE MacLEAN, Staff Development; CLARA PARE and KIKUKO NISHI (Title VII).

Attendees of the 6th grade inservices were LEONARD DUNCAN, ERNESTINE OLSON, LOUISE SHIMIZU, SHIRLEY McDONALD, BARBARA HEWITT, KERSTEN TRULSON, JOHN DAY, Jr., JOHN MARIN, Calle Mayor; ALLAN MANN, JUDITH REYNOLDS, HAROLD CRUMLEY, Jr., YVONNE KOGA, GLENN WEBB, Casimir; GLENN TAYLOR, ELAINE YOKOYAMA, BARBARA BRAUN, SAMMIE LOGAN, MARGIE LEMEN, ROSITA SONATY, RICHARD SYLVESTER, ED MATZ, TONI SEXTON, MARIANNE BALDWIN, LUCILLE JENSSEN, THERESA McGINNIS, Lynn; ELLEN STRUMPFER, ROBERT RAY, MARYBETH McGRATH, MAXINE KOBE, ANGELA LEONE, PERRY BERKE, Madrona; LEO BODEL, KATHY CLEARY, SEN PATHEKAS, Magruder.

Selecting key concepts in the science curriculum for modifications was begun at all inservices and continued at the 7th/8th grade minimum day inservice at Madrona on Jan. 12.

**Comprehensible Social Studies**

Sheltered Social Studies inservices with the same format as the science inservices were held on Jan. 13 and Feb. 1, 1989. Presenters were PAUL BARSTOW, (TUSD Social Studies Consultant), MARGIE HARRELL, West; CLAYLAIN STARR, Lynn; SUE MacLEAN, LINDA GRESIK, Staff Development and KIKUKO NISHI (Title VII). Because there is a need to align the social studies curriculum with the new California State Framework before modifications can be made, the teachers decided to work on the alignment and modifications during the summer.

Educational Services Div
Vol. 9 No.29
June 22, 1989

# Appendix G
# Item 1
# Assistant Superintendent's Newsletter
# Concerning Title VII Inservices
# 1988-1989
# (Continued)

Teachers attending were MARLENE LEE, MARY FENN, Calle Mayor; GARY MOORE, SUSAN BUSCH, Cozimir; JOHN PRESCOTT, DOMINICK PULONE, BARBARA HENRY, Hull; CLAYLAIN STARR, ALICE STONE, Lynn; KELSEY BAUGHMAN, JERRY BALTZ, Madrona; MARY JANE MURDOCK, ALISON NEWMAN, DONALD ONISHI, MERCEDES McMURRAY, PHYLLIS NOBLE, JOYCE HALLGREN, Magruder.

**Comprehensible Literature**

ESL teachers, upon request, had regular inservices at Levy to improve instruction of literature and modifications for middle school core books instructions on Oct. 12, Nov. 14, 1988, Jan. 6, March 6, and April 7, 1989. At one session ERNESTINE OLSON presented Literature Project information. The teachers were CAROL JONES, Calle Mayor, DEAN ASBURY, Cozimir; DON McGAUGHEY, Hull, MARLENE EHLENE, KAY FUREY, Lynn; VICKY ALVAREZ, Madrona; JOYCE HALLGREN, Magruder, and KIKUKO NISHI.

**Comprehensible Instruction**

A five day inservice for the new Title VII Middle Schools Chinese, Japanese and Korean bilingual instructional assistants (I.A.) was held on Jan. 4, 5, 6, 9, and 10, 1989. KIKUKO NISHI inservised the I.A.'s with Orientation, Second Language Acquisition methods and strategies, The Natural Approach, The Sheltered Approach, and Partnership with Teachers. The I.A.'s also met their teachers at the ESL, Social Studies and Science inservices.

**MIDDLE SCHOOL TITLE VII INSTRUCTIONAL ASSISTANTS**

The I.A. for Chinese is EDITH CHUNG, Calle Mayor, Cozimir, Madrona, Lynn. HENRY CHEN, Lynn, Magruder, Hull, resigned in April to take a full time position. The I.A.'s for Japanese are HIROKO MITSUKAWA , Calle Mayor; YAEKO SAITO, Hull, Madrona; KIYO NOTO, Magruder, Lynn; and GABA HAMA, Madrona. CONNIE KIM, Calle Mayor, Cozimir; and JIN SONG, Lynn are the I.A.'s for Korean. Hull, Madrona, and Magruder are looking for I.A.'s for Korean and Cozimir needs one for Japanese.

**MTTI COOPERATIVE LEARNING**

This year Los Angeles County Office of Education sponsored a nine-day Multidistrict Teacher Trainers' Institute (MTTI) in Cooperative Learning which was attended by the TUSD team of MARGIE HARREL, West; DEAN ASBURY, Cozimir; CLAYLAIN STARR, Lynn, and KIKUKO NISHI (Title VII Middle Schools). This Cooperative Learning training focused on social studies and LEP

**LDS (LANGUAGE DEVELOPMENT SPECIALIST) CLASSES**

There are two LDS (Language Development Specialist) classes to be offered; one by Cal. State University, Los Angeles and the other by Los Angeles County Office of Education

The one to be offered by CSU, Los Angeles will be held on five Saturdays, August 5, 19, and 26 and September 16 and 23, 8:30 - 4:30 p.m. at CSU, Los Angeles. It is free of charge, but anyone wishing to obtain four quarter units will have to pay $72. Only 30 people will be accepted. Interested parties should call Reynaldo Baca at (213) 343-4870 as soon as possible.

The other class to be offered by Los Angles County Office of Education will also be held on Saturdays, September 23, October 7, 14, 21, 28 and November 4, 1989 for a total of 36 hours. Registration for this class is due September 1, 1989 and requires $75 fee. Anyone interested please feel free to contact Elena Arriola, Consultant, L.A. County, at (213) 922-6118.

# Appendix G
# Item 2
# Sign-In Sheet
# Title VII Inservice
# Seventh and Eighth Grade Sheltered Social Studies

TITLE VII 7th/8th GRADE SHELTERED SOCIAL STUDIES INSERVICE

February 1, 1989

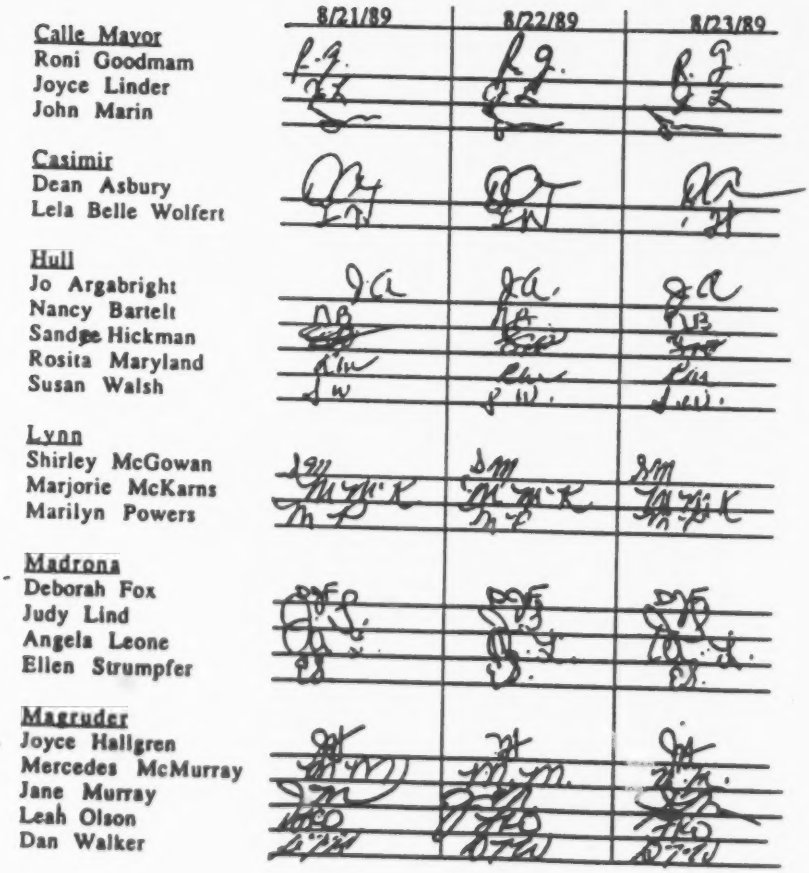
SIGN-IN SHEET

| NAME | | SCHOOL | |
|---|---|---|---|
| Marlene Lee | Marlene Lee | Calle Mayor | |
| Mary Penn | Mary Penn | Calle Mayor | |
| Gary Moore | Gary Moore | Casimir | |
| Susan Busch | Susan Busch | Casimir | |
| John Prescott | (absent) | Hull | |
| Dominick Pulone | Dominick Pulone | Hull | |
| Barbara Henry | Barbara Henry | Hull | |
| Claylain Starr | Claylain Starr | Lynn | |
| Alice Stone | (absent) | Lynn | |
| Kelsey Baughman | (acting sub.) | Madrona | |
| Jerry Baltz | Jerry Baltz | Madrona | |
| Mary Jane Murdock | Mary Jane Murdock | Magruder | |
| Alison Newman | (absent) | Magruder | 6th grade |
| Donald Onishi | Don Onishi | Magruder | 6th grade |
| Mercedes McMurray | Mercedes McMurray | Magruder | 6th grade |
| Phyllis Noble | Phyllis O. | Magruder | |
| Joyce Hallgren | Joyce Hallgren | Magruder | |

# Appendix G
# Item 3
# Sign-In Sheet
# Title VII Inservice
# Asian Literature in the Classroom

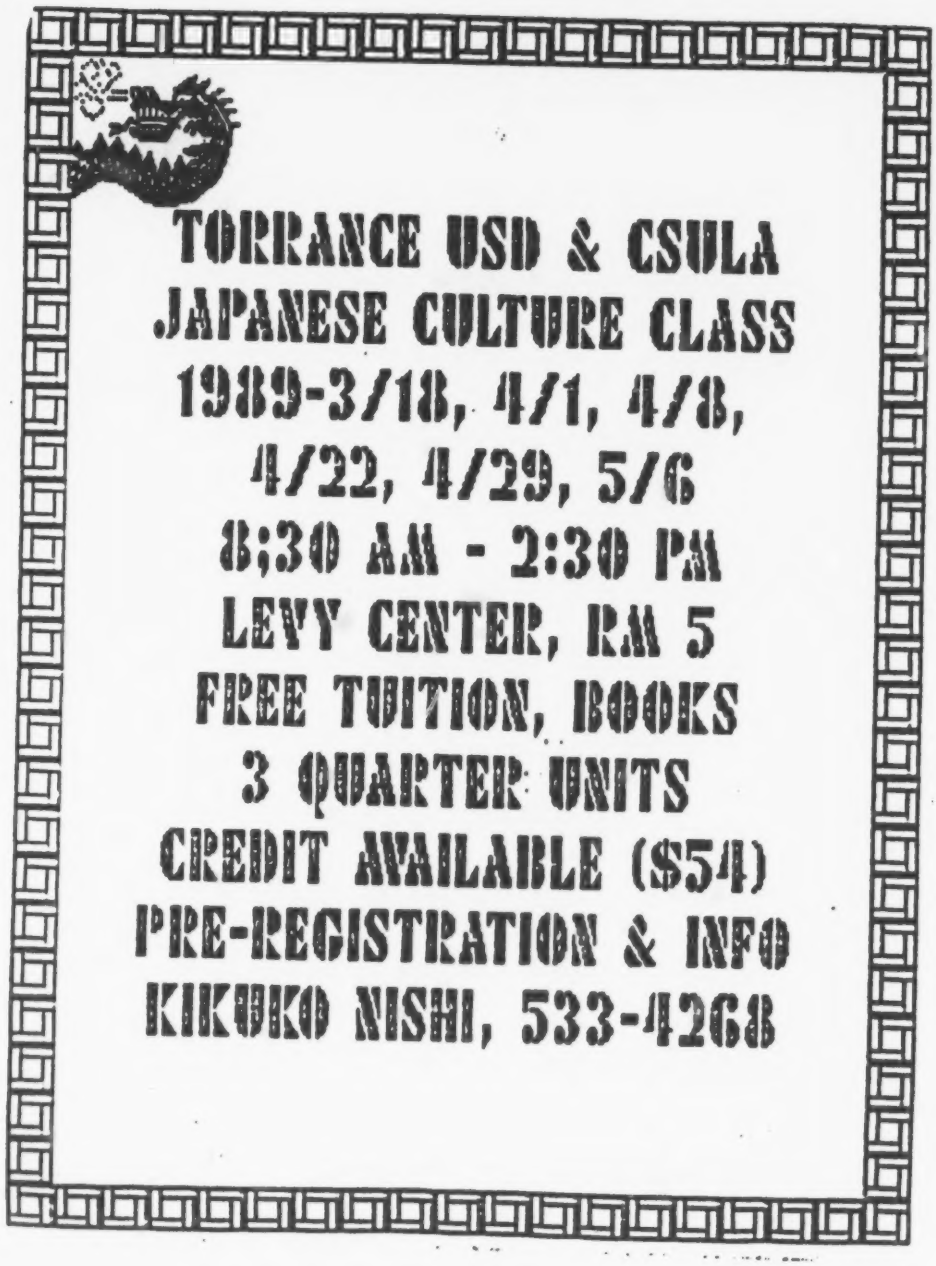
**ASIAN LITERATURE IN THE CLASSROOM**
**Title VII Middle Schools**
**August 21, 22, 23, 1989**

**ATTENDANCE**



| | 8/21/89 | 8/22/89 | 8/23/89 |
|---|---|---|---|
| **Calle Mayor** | | | |
| Roni Goodmam | | | |
| Joyce Linder | | | |
| John Marin | | | |
| **Casimir** | | | |
| Dean Asbury | | | |
| Lela Belle Wolfert | | | |
| **Hull** | | | |
| Jo Argabright | | | |
| Nancy Bartelt | | | |
| Sandge Hickman | | | |
| Rosita Maryland | | | |
| Susan Walsh | | | |
| **Lynn** | | | |
| Shirley McGowan | | | |
| Marjorie McKarns | | | |
| Marilyn Powers | | | |
| **Madrona** | | | |
| Deborah Fox | | | |
| Judy Lind | | | |
| Angela Leone | | | |
| Ellen Strumpfer | | | |
| **Magruder** | | | |
| Joyce Hallgren | | | |
| Mercedes McMurray | | | |
| Jane Murray | | | |
| Leah Olson | | | |
| Dan Walker | | | |

**Appendix H**
**Item 1**
**Flyer for the Japanese History & Culture Class**



# Appendix H
# Item 2
# Outline of the Bilingual Methodologies Class

SPRING 1989

Cal.State LA - EDUC X 490 AT LEVY CENTER - Torrance School District

Instructor: C. DeNEVE and Guest Speakers: K. Kelly, T. Usuki, N.Morikawa, H. Shinto, V. Good, D. Fichtner and Leah Olson

SOCIO-CULTURAL BACKGROUND OF JAPANESE LANGUAGE MINORITY STUDENTS

Text: Handbook for Teaching Japanese-Speaking Students
Recommended Reading: The Japanese by Edwin O. Reischauer

Sat. 8:30 - 2:30 - Tues. or Fri. 3:30 - 6:30

1. April 1, Historical Background - Labels - Generalizations -Chapter I
Film: Children in Japan (Holidays)- CrossCultural Communication - Importance of Traditions - Legends, Stories, etc. -Write essay
Assignment: Read Chapter I & Chapter II on Values & Quiz # 1

2. Fridays April 7 or April 28 (one or the other) Visit the Japanese Consulate - Little Tokyo & Kinokuniya Bookstore
Dinner at the New Otani Discussing parts of The Japanese by Reischauer

3. April 8, Review Chapter I and II and III pp. 45-52
Film: Education in Japan - (Teachers - part 3)
Traditions and Lifestyles. Art, Music, and other Expressions
Discussion: Society in Japan - The Family - Women's Role
Mother-Child Relationship - Film: An Athlete in Japan
Assignment: Read Chapter III and The Society (Reischauer)
Essay on Cultural Conflict & Value Differences.

4. Tuesdays April 11 [redacted] Values, Attitudes and Behaviors - AMAE - Reischauer's The Japanese
Japan and the US - Economy and Technology - Videotape
Assignment: Read Chapter IV - Conclude essays or rewrite

April 22, [redacted] On your own attend Bunka-sai from 11 to 6 p.m. Torrance Rec. Center
(Report is required: Write an essay on something you enjoy at Bunka-sai)

5. April 29, Children in Japan - Modern Times - Stereotypes
Contrast & Connections: Japanese and American Schools
Panel of Americans Teaching in Japan - Dreams and Realities
Assignment: Read Appendixes & Essay on "Introduction to American Schooling
or Considerations for Teaching Japanese-speaking students in the US

6. May 6, Teaching and Learning Styles - Aides/Parents/Community
Essay practice - General Review - Summary of Book Chapters

Optional May 7 In Little Tokyo- JACCC or Japanese Village Plaza area
Celebration - Children's Day - Kodomo No Hi

7. May 20 Discussion of Japan Today and Japanese Americans,etc.

# Appendix H
# Item 3
# Board Agenda Item to Approve the High Intensive Japanese Language Training Class

[illegible] the Board of Education
[illegible] School District

June 5, 1989

| | |
|---|---|
| Middle School Science Curriculum Development | That authorization be given to employ the following teachers to do science curriculum development on June 17 and 24, 1989 at a total cost not to exceed $1038 (6 teachers x 8 hr x $21.61 hr) funded from PL 98-377 budget: Katherine Cleary, Barbara Braun, Betty Maye, Mary Marra, Marjorie McKarns, Gayle Sheppard |
| Authorization to Hire Temporary Translators to Develop Course Guides for Title VII, Secondary | That the following three translators be hired to translate and process health and driver education course guides into Chinese, Japanese, and Korean through independent contracts at a rate of $8.00 per hour during the period June 6 - October 1, 1989; estimated cost not to exceed $20,000 to be funded by Title VII, Secondary: Xiaguang Cheng, Chen-Chei Chang, Daniel Kim, In Lee |
| Agreement with De Neve and Associates for Bilingual Teacher Training | That the District contract with De Neve and Associates, Consultants in Education and International Communications, to provide a High Intensive Language Training (H.I.L.T.) "Japanese Acquisition Course," with 100 hours on June 15, June 26 - July 28, 1989 at Levy Curriculum Center, at a cost of $4,500 to be funded by Title VII Middle Schools' budget and $400 for materials to be funded by the Japan Business Association of Southern California Scholarship Fund. |
| Authorization for Payment of Special Program for GATE Students | That authorization be given for payment of a seventh performance for GATE students by James D. Ryan, private consultant, the cost of which is $200 to be funded from the Gifted and Talented Education budget. |
| Participation in Southern California Golf Association-CIF Invitational - North High School | That authorization be granted for team member Glenn Yamashiro and coach Paul deMetropolis of North High School to participate in the Southern California Golf Association-CIF Invitational in Bakersfield on June 12, 1989, at an estimated additional cost to the District of $70 to be funded from the Special Events Transportation Budget plus providing one substitute for one day for a total estimated cost to the District of $144. |

# Appendix I
# Item 1
# "Call of the Wild"
# A Modified Literature Lesson

CALL OF THE WILD - Jack London

Focus/Goals:

1. Cooperation and individual strength needed for survival in a hostile environment.
2. Examination of relationships between animals and man.
3. Klondike - historical and geographical.

Ways Into Literature:

1. Compare - Day in life of a pet dog and
   Day in life of a wolf.
2. Discuss climates of settings.
3. Vocabulary:

| | | | |
|---|---|---|---|
| cold | frozen | wild | strength |
| seasons | team | tame | skinny |
| wind | sled | smart | journey |
| snow | lead dog | hungry | mean |

Ways Through Literature:

1. Tell/Read/Discuss story or selected sections, passages, chapters, etc.
2. Journals - Level I - vocabulary journals with pictures and short sentences.
   Level II - summaries, etc.
3. Character descriptions - discuss <u>on going</u>
   Brainstorm and cluster
   Level I - Copy clusters
   Level II - Write short paragraphs or sentences.
4. Collage of pictures of hostile environments.
5. Predictions at the end of Chapter 6.
   Discuss
   Level I & II draw picture of ending
   Labeled

Ways Beyond Literature:

1. Discuss and list ways animals help man.
2. Discuss and list ways man helps animals.
3. Cooperative groups list
   a) How do they help each other survive here in a new country.
   b) How do you help yourself survive? Individual?

## Appendix I
## Item 2
## "The Aztec: Empire Builders of Mexico"
## A Modified Social Studies Lesson

# THE AZTEC:
# EMPIRE BUILDERS OF MEXICO

**KEY CONCEPT**

***ADVANCED CIVILIZATIONS FLOURISHED IN THE NEW WORLD***

**KEY IDEAS**

*The Aztec maintained their civilization through military prowess and a fierce religious faith.*

*Cortez was helped in his conquest of the Aztec by superior arms, Indian allies and religious superstition.*

*The influence of Aztec culture remains strong in modern Mexico.*

**RELATED TOPICS**

*Maya*
*Toltec*
*Inca*

**NARRATIVE**

At about the time the *Maya* civilization began to decline, a people called the *Toltec* reached the height of their cultural development. The Toltec lived in what is now central Mexico northwest of the Maya in Yucatan. The great pyramid at Tula 60 miles north of Mexico City is an example of Toltec architecture.

In the 13th century, a warlike Indian people swept into central Mexico from the northwest. These invaders called themselves the *Aztec*. They conquered the Toltec and many neighboring tribes. The Aztec came on the scene as warriors and remained warlike throughout the three centuries they controlled central Mexico.

The Aztec were warlike, because their religion required people to sacrifice. The Aztec believed the world had been created and destroyed four times. To create the world a fifth time the god *Quetzalcoatal* (ket' sal ko e tl) sacrificed his own blood. To keep the universe alive the Aztec believed it was necessary to carry on human sacrifices. If these humans could be captured in wars against neighboring tribes, the captives could be sacrificed instead of Aztec people. Most of the *victims* were prisoners of war or slaves, but the Aztec also sacrificed children. When a new temple was finished in A.D. 1500, more than 20,000 people were sacrificed on its *altars*.

# Appendix I
# Item 3
# "Chemical Properties and Changes"
# A Modified Science Lesson

TORRANCE UNIFIED SCHOOL DISTRICT
Educational Services Division

Middle School Science
CURRICULUM DEVELOPMENT

Physical (6thU2)
Earth
Life

**CONCEPTS:** Properties and changes, chemical reactions, chemical bonds.

**OBJECTIVES:** To be able to compare and contrast physical and chemical properties of matter.
To observe physical and chemical changes of matter.
To know selected vocabulary.

**VOCABULARY:** Physical change, physical property, chemical change, chemical property.

**UNIT TITLE:** CHANGES IN MATTER

**TEXTBOOK REFERENCE:** Silver-Burdette Science (6th) Ch. 6 pg. 132

.....

**ACTIVITIES:**

1. Experiment:
   MATERIALS
   waterglasses, pots, alka seizer tablets
   PROCEDURE
   In group, the students will fill pots with water; then fill glass with water. Hold hand on top of the glass and hold upside down to put

## Appendix J
## Item 1
## First Page of Lesson in English on China's T'ang Dynasty

# CHINA'S T'ANG DYNASTY:PROGRESS IN THE MIDDLE AGES

**KEY CONCEPT**

*UNIFICATION BRINGS PROSPERITY TO AN EMPIRE*

**KEY IDEAS**

*The T'ang Dynasty (618-906) ruled an empire that stretched from the Pacific Ocean to the borders of Persia and India.*

*During this dynasty the Chinese had a great deal of influence on Korea, Japan, and Southeast Asia.*

*The T'ang had a highly centralized government based on Confucian ideals and civil service exams.*

*The period of T'ang rule was an age of faith during which Buddhist beliefs and attitudes changed the old ways of thinking.*

*The T'ang experienced a golden age of prosperity and was most important because of its cultural advances.*

**RELATED TOPICS**

*Buddha and His Beliefs*
*Confucius: China's Great Master*
*Sung Dynasty: Successor to the T'ang*

**NARRATIVE**

The Sui Dynasty ruled China from 589 to 618. It was overthrown in 618 by *Li Yuan*, an *aristocrat*, who became the first T'ang ruler. Li Yuan ruled from his capital at *Chang-an* (now called Sian) in northwestern China. Li Yuan's rule was marked by civil war. Nobles struggled for power and fought among themselves. In 627 Li Yuan turned control of China over to his son, Li Shihmin, who took the name T'ang *T'ai-tsung*. T'ai-tsung ruled China for 22 years, and is remembered as one of its greatest emperors.

**Appendix J**
**Item 2**
**First Page of Lesson Translated into Chinese on China's T'ang Dynasty**

中國的唐朝：中世紀時代的進展

主要概念
統一帶來了一個帝國的興旺

要旨
唐朝（618-906）所統治的帝國是由大平洋伸延到波斯和印度之邊界
在此時期，中國對高麗（今韓國），日本和東南亞有很大的影响
唐朝有一個以孔子思想和科舉制度為基的中央政府制度
唐朝統治間是一有宗教信仰的時代，佛教信仰的態度改變了過去的謝道思想。
唐朝是一繁榮的黃金時代，最重要的是其文化大進展

相關的題材
佛陀及其宗教思想
孔夫子：中國的偉大師傅
宋朝：唐朝的繼承者

敘述
隋朝從589年到618年統治中國，它在618年被一位名叫李淵的貴族所推翻。李淵就成唐朝的第一統治者。李淵設首都在中國西北的長安（現西安）此時代經常有四戰，貴族們相互爭權。627年李淵把統治中國的權交給他的兒子李治民。李治民就位稱號為唐太宗。唐太宗統治中國二十二年，後人都說他是一位偉大君王。

# Appendix K
## Item 1
## Copy of a Page from "Korean Cinderella"

The messenger asked Kongjee to come forward. When he saw the small foot slip gently into the shoe, he bowed low and instructed her to ride the palanquin which he had brought with him. She soon arrived at the governor's mansion with her father and uncle.

Kongjee was immediately received. The governor liked her modesty and sincerity. Her beauty, filial obedience and charm so completely captivated him that he asked Kongjee's father if he could marry her.

하인은 콩쥐에게 앞으로 나오라고 하였읍니다. 예쁘고 조그마한 콩쥐의 발이 고무신에 꼭 맞았읍니다. 하인은 허리를 굽혀 절을 하고 메고 온 가마에 타라고 하였읍니다.

콩쥐는 가마를 타고 아버지와 외삼촌과 함께 새감사의 집에 도착 하였읍니다.

새감사는 곧 콩쥐를 맞이 하였읍니다. 새감사는 그녀의 점손하고 진실한 마음씨에 감동 하였읍니다. 또 그녀의 아름다운 용모와 효성스런 마음씨에 반하여, 새감사는 콩쥐의 아버지에게 그녀와의 결혼을 요청 하였읍니다.

# Appendix K
# Item 2
# Asian Literature Book-Sharing Schedule

**TORRANCE UNIFIED SCHOOL DISTRICT**
**Educational Services Division**

To: Calle Mayor: Roni Goodman, Joyce Linder, John Marin
Casimir: Dean Asbury, Lela Belle Wolfert,
Hull: Jo Argabright, Nancy Bartelt, Sandy Hickman, Rosita Maryland Susan Walsh,
Lynn: Shirley McGowan, Marjorie McKarns, Marilyn Powers,
Madrona: Deborah Fox, Judy Lind, Angela Leone, Ellen Strumpfer,
Magruder: Joyce Hallgren, Mercedes McMurray, Jane Murray, Leah Olson, Dan Walker

From: Kikuko Nishi, Title VII Middle Schools Director KN

Date: September 25, 1989

RE: Asian Literature Book Sharing Schedule

---

It was a pleasure working with you at the Asian Literature Workshop in August. Yeh-Shen, Hiroshima no Pika, Korean Cinderella, and Aekyung's Dream have arrived for you to use with your students!

To expedite the book distribution and use, I took the liberty of making a schedule using your 1st, 2nd and 3rd choices of titles. For each title, there are two class sets of approximately 40 books for a period of 4 weeks. The books are specially labeled, Title VII, to insure that only you and other middle school teachers will have access to them during the project years.

Attached is the schedule for the above four books.
1. Please send the books to the next teacher on the schedule after you have finished using them with your students.
2. The last person on the schedule is to send the books back to EMB

Other books will be sent to the first teachers on the list as they arrive.

Updates: *Marilyn Powers*, Lynn, began her first day of school by renting the Cinderella video and then comparing Korean Cinderella, and Yeh-Shen. Her kids love it all. *Lela Belle Wolfert's* Casimir students are reading Journey Home. Videos of interviews with our presenters and others are being planned to accompany the books.

Let's all plan to get together at a breakfast reunion on January 9, 1990 to share our Asian literature lessons, experiences, and questions. More details later.

cc: Dr. Gail Wickstrom
Dr. Paul Barstow
C. Riley, P. Tierney, Calle Mayor
B. Tokubo, K. Enloe, Hull
C. Paschall, D. Murray, Madrona
Dr. Norma Willson
John Lankford
D. Leibovitz, S. Saito, Casimir
R. Long, J. Zeiler, Lynn
S. Morrison, K.DiNoto, Magruder

# Appendix K
# Item 2
# Asian Literature Book-Sharing Schedule
# (Continued)

ASIAN LITERATURE SHARING SCHEDULE, 1989-90
Title VII Middle Schools

Key: CM=Calle Mayor; C=Casimir; H=Hull; L=Lynn; Md=Madrona; Mg=Magruder

| # of copies | Title | 9/25-10/20 | 10/23-11/27 | 11/20-12/15 | 1/3-1/26 | 1/29-2/23 |
|---|---|---|---|---|---|---|
| 40<br>40 | Yeh-Shen | J Murray-Mg<br>D Asbury-C | D Walker-Mg<br>S McGowan-L | M McMurray-Mg<br>J Linder-CM | A Leone-Md<br>J Argabright-H | L Wolfert-C<br>S Hickman-H |
| 40<br>40 | Hiroshima no Pika | J Marin-CM<br>N Bartelt-H | M Powers-L<br>D Fox-Md | L Olson-Mg<br>J Lind-Md | | |
| 40<br>40 | Korean Cinderella | R Maryland-H<br>J Murray-Mg | J Marin-CM<br>A Leone-Md | M McKarns-L<br>D Asbury-C | | |
| 40<br>40 | Aekyung's Dream | M McKarns-L<br>J Argabright-H | L Wolfert-C<br>S Walsh-H | N Bartelt- H | | |
| | Journey Home | In new 7th grade reading series. Ask and borrow from the 7th grade teachers at your school. (R Maryland, S Hickman, S Walsh, J Hallgren, E Strumpfer, J Lind, J Marin, L Olson) | | | | |
| 9/25/89 | | | | | | |

# Appendix L
# Item 1
# Principal's Message Concerning The Title VII Project

Together we'll help our youth to blossom

# CALLE MAYOR NEWS

Calle Mayor Middle School PTA
4800 Calle Mayor Drive
Torrance, CA 90505
William Colby, Principal

Torrance Council
33rd District CCPT
Sue Thompson, President
Christine Petropulos, Editor
Jim Petropulos, Graphic Arts

Volume 30 | April 1989 | Issue 4

PRINCIPAL'S MESSAGE

As I am sure you are aware, Torrance schools have experienced a dramatic increase in the number of students enrolling who speak little or no English. Most of these children speak Japanese, Korean or Chinese. As you can imagine, this presents a major challenge for them and for us.

In order to meet this need, the Torrance Unified School District applied for and received a federal grant (Title VII) which provides funds to employ classroom assistants who speak these languages. In addition, we have established two classes each of seventh grade social studies, seventh grade science, eighth grade social studies and eighth grade science in which students who speak Japanese, Korean or Chinese primarily have been programmed. These classes are called "sheltered" which means that modifications have been made in the curriculum to better meet the needs of the students and the classroom assistants are available to assist with instruction. Finally, these children all receive two periods per day of English as a Second Language (E.S.L.) instruction from Mrs. Jones. We are very pleased to have this program in place and are confident it will make a real difference in the progress these students make.

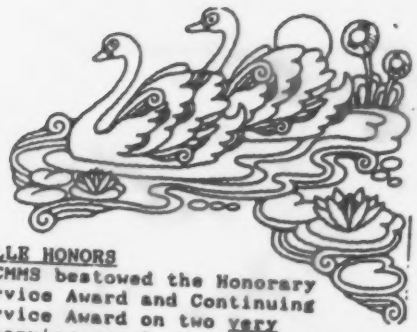
I would also like your help with a situation that is causing our secretaries a great deal of extra work. We receive a large number of phone calls asking us to send messages to students. We are more than willing to help in emergencies but most of these calls don't seem to fall in that category. Please try to work out doctors appointments, transportation home etc. prior to the start of school. Thank you.

If you have any questions or concerns about anything happening at school, give us a call at 533-4548.

Bill Colby
Principal

PLAN AHEAD: Students will be carrying report cards home on or about April 21. Be sure to ask to see them.

# Appendix L
# Item 2
# Three Assemblies Featuring Contemporary Japanese Dancing



CALLE HONORS

CMMS bestowed the Honorary Service Award and Continuing Service Award on two very deserving people February 28th.

Mary Papavasiliou received a Continuing Service Award for all of her labors on the magazine drive (the most successful one we've ever had), and for her wonderful skill in managing the Citizenship Essay contest the past 4 years.

Doyle Williams received the Honorary Service Award for his "salesmanship" talents, for his time, and for establishing the original guidelines and program for the Search for Excellence Awards.

Two staff members were presented with PTA Certificates of Appreciation also. It was a great way to publically "thank" Bert Ladre and Allen Jones for being around with all of their help all of the time.

*Congratulations*

Two Calle Mayor swimmers, Bryan Barkley and Craig Ishii were selected for the Olympic Section All Star Team in January. Both boys helped their section win its first victory over three other sections in Southern California. Bryan and Craig (South End Aquatics) along with another Calle Mayor Swimmer Mat Mikelson (SPPY) will be swimming in the Southern California Junior Olympics in March.

Linda Barkley

PTA sponsored three assemblies March 9th and 10th featuring contemporary Japanese dancing.

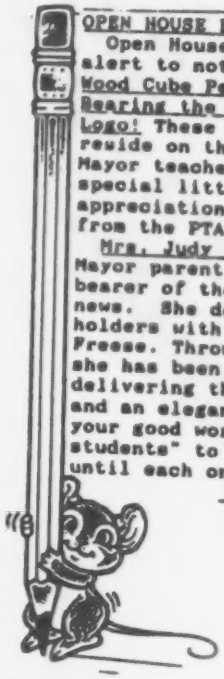
As a follow-up to these assemblies, 7th and 8th grade reading and language arts classes attended Japanese calligraphy workshops taught by Miss Kazuko, choreographer and dancer of Modern Japanese Dance.

Correct posture was emphasized and various stroking techniques were shown. The students were taught to write the Chinese character "Spring".

A grant of $500 from the Department of Education funded the 17 workshops and the PTA received an additional $150 toward various supplies.

Michiko Kogiso generously contributed 300 sheets of rice paper for the workshops.

Ann Ishii



OPEN HOUSE PENCIL HOLDER ALERT!

Open House evening, be on the alert to notice Nifty White Wood Cube Pencil Holders Bearing the Calle Mayor PTA Logo! These pencil holders reside on the desks of Calle Mayor teachers. They are special little tokens of appreciation to the teachers from the PTA.

Mrs. Judy Freese, a Calle Mayor parent - of course, is bearer of these tokens of good news. She decorated the pencil holders with the help of Mr. Freese. Throughout this year, she has been and will continue delivering the pencil holders and an elegant "Thank You for your good work with our students" to teachers and staff until each one has one.

Thank you, Judy!!

# Appendix L
# Item 3
# Invitation to Attend Teacher-Parent Conference

CALLE MAYOR MIDDLE SCHOOL

TO: Parents of 7th and 8th Grade Students

FROM: W. C. Colby
Principal

Knowing that parents are vitally interested in their student's academic progress, five days have been set aside by our district for individual teacher-parent conferences. These days are from Monday, December 5 through Friday, December 9. During this time, 7th and 8th graders will be dismissed at 1:35.

In the interest of safety for parents and teachers, we are making every effort to schedule conferences during daylight hours. If, however, this is not possible, teachers will be available between 5:30 and 7:30 p.m. on Tuesday, December 6.

Please indicate below the teacher or teachers that you would like to confer with and have your child return this form to those teachers

We feel that a parent conference with the student present is the best way to communicate to you the progress your child is making, and we encourage everyone to take advantage of this opportunity.

- - - -

# Appendix L
## Item 4
## Request for Parent Volunteer Involvement

SHOW A TEACHER YOU CARE

Parent volunteers are desperately needed by some of our teachers. Just an hour a week of your time can make a big difference in the amount of personal attention a teacher can give in the classroom. Even if you work during the day, it would be helpful if you could make teaching aids in the evening while watching TV, or help grade papers. An hour a week is so little time and is such an easy way to get involved with your child's school - it's a good way to show your child you care too.

Following are some of the "jobs" available for parent volunteers at CMMS:

WORKING WITH STUDENTS - please check area(s) that you would like to help students with:

___ Practice in math, reading, spelling, writing
___ Write and/or type stories as dictated by students
___ Talk with students for language practice
___ Read stories to/with groups
___ Supervise a learning center
___ Listen to students read
___ Referee games
___ Proctor makeup tests
___ Other _____

GENERAL - Please check area(s) you would like to help in:

___ Make teaching aids, such as games, flashcards
___ Prepare dittos
___ Run duplicating machine
___ Operate audio-visual equipment
___ Type
___ File student work
___ Library shelving
___ Bulletin boards
___ Collate

If you have an hour or more a week to spare, please fill in this form completely and return it to Mary Shadbourne (Room 13). She will match you up with a teacher in need of your particular skills/interests. If you have any questions, please call Pat Hodge at 375-9445.

* * * * * * * * * * *

YES!! I'd like to help a teacher.

NAME _____ PHONE _____

DAY(S) I CAN HELP AT SCHOOL _____

TIME(S) I CAN HELP AT SCHOOL - MORNING _____ AFTERNOON _____

I WOULD PREFER TO HELP BY WORKING AT HOME _____

# Appendix L
# Item 5
# Invitation to Attend a Parent Education Speech

BOOK FAIR IS COMING

WHEN: Monday, February 6 through Friday, February 10

WHERE: Reference Center

TIMES: 7:45 - 8:10 -- Before school

5th & 6th Period Lunch

2:35 - 3:15 -- After school THURSDAY & FRIDAY ONLY

Please make checks payable to "Calle Mayor PTA"

COME BY AND BUY YOUR FAVORITE BOOKS AND AUTHORS.....

We need parents to help work at the book fair before school, at the lunch period and after school. If you are able to help or you have any questions, please call Zohre Rahimian at 213/316-4878.

CALIFORNIA SCHOOL BOOK FAIRS INC.

HAVE YOUR MAGAZINES ARRIVED???

By the beginning of February, you should have received all the music items and the first issues of all the magazines you ordered in this year's magazine drive!

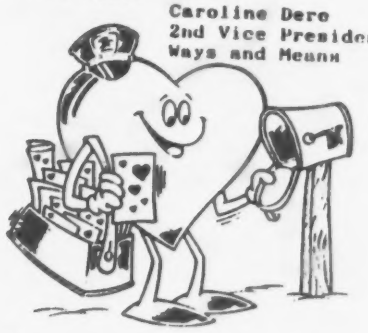
If something is missing from your orders, please call the QSP toll-free Customer Service number: 1-800-247-5347. BE PREPARED TO TELL THE QSP REPRESENTATIVE: 1) the magazine title; 2) the amount paid; and 3) the name, address, and zip code of the person to receive the magazine.

Getting through to QSP is easier after 12 noon our time. Last year 5 - 5:30 p.m. was usually a good time to call.

If calling QSP does not solve your problem, please call Caroline Dere, 375-5987.

THANK YOU FOR YOUR SUPPORT OF CALLE MAYOR PTA AND YOUR PATIENCE!!

Caroline Dere
2nd Vice President
Ways and Means



PARENT EDUCATION SPEAKER

WHEN: Wednesday, March 29th 7:00 p.m.

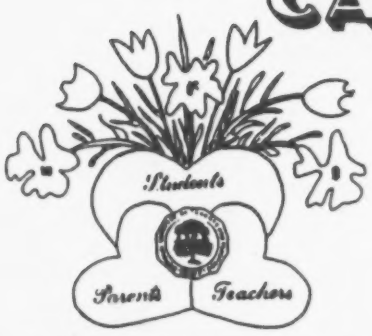
WHERE: North Torrance High School 3620 West 182nd Street Torrance, CA 90504

WHAT: "Self Esteem & Personal Motivation"

WHO: Jack Canfield

All parents are invited to this interesting and informative parent education program, which is sponsored by Torrance Council PTA & ATSA.

# Appendix L
# Item 6
# Request for Parent Involvement in Helping Their Children Manage Stressful Change




*Together we'll help our youth to blossom*

# CALLE MAYOR NEWS

Calle Mayor Middle School PTA
4800 Calle Mayor Drive
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William Colby, Principal

Torrance Council
33rd District CCPT
Sue Thompson, President
Christine Petropulos, Editor
Jim Petropulos, Graphic Arts

Volume 30 | February 1989 | Issue 3

PRINCIPAL'S MESSAGE

Starting on Tuesday, January 17 and continuing for 15 Tuesdays, all students in grades seven and eight will be involved in a program entitled "Stages II". This is a series of lessons developed in the Irvine Unified School District designed to provide adolescents the skills required to manage stressful change.

As human beings, all of us experience change. Adolescents today are experiencing many different major changes and often their reactions show thay are not understanding the handling these changes well:

> (From Children Under Stress, 1980 by Dr. Frederick Capaldi) "Children of the 80's lead faster, more tumultuous lives than their predecessors. They deal with increasing rates of divorce, greater competition for success, more rootlessness and more sexual permissiveness. The high incidence of alcoholism drug addiction and suicide tells us our children are NOT coping successfully with stress".

Instruction will take place instead of the 15 minute silent reading period on the days mentioned above. Your children may be bringing home materials that can stimulate interesting and extremely valuable discussions. I encourage you to become involved with them whenever the opportunity presents itself. We believe that these short lessons will provide our students with a life-long strategy for dealing with the changes they are bound to experience.

If you have any questions or concerns about this program or anything happening at school, please give me a call at 533-4548.

Bill Colby
Principal

# Appendix M
# Parent Questionnaire Tally Sheet
# Japanese Students at Lynn School

TORRANCE UNIFIED SCHOOL DISTRICT
TITLE VII MIDDLE SCHOOLS
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

TALLY 1988-89

SCHOOL: CALLE MAYOR ___ CASIMIR ___
HULL ___ LYNN _x_
MADRONA ___ MAGRUDER ___

LANGUAGE: JAPANESE _x_ CHINESE___ KOREAN___

Were you informed of the following school activities during the school year?

| (Check one) | YES | NO | NO RESPONSE |
|---|---|---|---|
| Back to School Night | 11 | ___ | ___ |
| Open House | 11 | ___ | ___ |
| PTA Programs | 11 | ___ | ___ |
| Bilingual Advisory Committee Meetings | 11 | ___ | ___ |
| Special School Activities | 11 | ___ | ___ |
| Class Activities | 8 | 1 | 2 |
| Parent Education Programs | 7 | 3 | 1 |
| TOTAL | 70 | 4 | 3 |

# Appendix N
# Board Attachment Showing Kikuko Nishi's Reemployment

REGULAR MEETING OF THE BOARD OF EDUCATION — MAY 1, 1989
TORRANCE UNIFIED SCHOOL DISTRICT

REEMPLOYMENT OF CERTIFICATED PERSONNEL FOR 1989-90 SCHOOL YEAR

| NAME | ASSIGNMENT | YEARLY CONTRACT PERIOD | COL/STEP |
|---|---|---|---|
| MURRAY, JANE T | ELEMENTARY TEACHER | | 04-21 |
| MYERS, CHARLES R | SECONDARY TEACHER | | 04-21 |
| MYRICK JR, JOHN F | COUNSELOR | | 06-21 |
| NAKAKURA, DORIS N | ELEMENTARY TEACHER | | 06-10 |
| *NAKANO, LAURIE T | ELEMENTARY TEACHER | | 04-06 |
| NAKATANI, LILY I | EL TCH,BI-LING/CUL | | 03-06 |
| NARAMORE, RONNA D | SECONDARY TEACHER | | 06-16 |
| NAZON, IDA L | SECONDARY TEACHER | | 06-21 |
| NEEDELS, PAUL J DR. | PSYCHOLOGIST | 10 CAL. MO. | 03-21 |
| NEILY, MICHAEL J | SECONDARY TEACHER | | 06-21 |
| NERI, PATRICIA D | ELEMENTARY TEACHER | | 06-21 |
| NEUMANN, STEFANIE A | ELEMENTARY TEACHER | | 02-05 |
| NEVIN, WILLIAM A | ELEMENTARY TEACHER | | 04-21 |
| **NEWMAN, ALISON L | ELEMENTARY TEACHER | | 03-03 |
| NEWTON, CHARLES A | ELEMENTARY TEACHER | | 06-21 |
| NICHOLSON, JERRY J | SECONDARY TEACHER | | 06-21 |
| NICKERSON, VIRGINIA B | ELEMENTARY TEACHER | | 04-21 |
| NICKS, JOHN W | SECONDARY TEACHER | | 06-21 |
| NISHI, KIKUKO | RES TCHR(SPECPROJ) | 10 CAL. MO. | 04-11 |
| NISHIKAWA, LINDA J | CHILD CENTER TCHR (40.63%) | 12 CAL. MO. | 02-05 |
| NISSEN, NANCY | ELEMENTARY TEACHER | | 06-13 |
| NOBLE, JANE M | ELEMENTARY TEACHER | | 06-21 |
| NOBLE, PHYLLIS C | ELEMENTARY TEACHER | | 04-21 |
| NOVATEA, LENNIE H | COUNSELOR | | 06-21 |

# Appendix O
# Minutes of the District Title VII Advisory Committee Meeting
# May 9, 1989

TORRANCE UNIFIED SCHOOL DISTRICT

Title VII Middle School District Advisory Meeting
May 9, 1989

Members present: Hideko Oshio (Casimir), Yoko Udagawa (Hull), Michiko Uchida, Atsuko Yoshioka (Lynn), Yuki Kitazawa, Harue Kobayashi (Madrona), Vicki Sekiguchi (Richstone Center), Kikuko Nishi (Project director)

The meeting was called to order by Mrs. Kobayashi, chairperson at 11:40 a.m. The minutes of the November and February meetings were approved.

1. Vicki Sekiguchi from the Richstone Center in Hawthorne, California talked about the private support group seeking suggestions for providing help to immigrant families. There was discussion about establishing a help line to give information by volunteers in various languages.

2. School Reports were given as follows:

CASIMIR: Mrs. Oshio reported that the school bilingual advisory committee was meeting that very night. On May 25 will be a Multicultural Event called Friendship Day. The luncheon will be bigger this year featuring a Kendo (sword /martial arts) demonstration.

HULL: Mrs. Udagawa said that there were five Japanese students in the ESL class. There will be a luncheon on May 19 at 11:30 a.m. where the ESL students will invite a friend. Traditional costumes will be worn.

LYNN: Mrs. Uchida talked about the Japanese Cultural Day on April 13 when calligaraphy, Origami, and paper dyeing were presented to the first and second period 6th grade classes. The 7th and 8th grade classes viewed the Girls' Day, Samurai (Boys' Day), and toy displays, and listened to the students explanation of the culture. 3/4th of the student body was involved. There was a teacher appreciation luncheon given by the Japanese mothers of the ESL students. It was recommended that all Japanese mothers be included next year.

MADRONA: Mrs. Kitazawa told about the Japanese cultural event of origami (paper folding) demonstrations held in 21 classes. 6th grade students made two kinds of origami, a hat and jewelry box. 7th and 8th graders made a ball combining 12 separate units.

# Appendix O
# Minutes of the District Title VII Advisory Committee Meeting
# May 9, 1989
# (Continued)

3. The budget pages of the second year (1989-90) grant award was explained by K. Nishi to the members.

4. The members received the Goals and Objectives for the first year (1988-89) year and there was discussion about the reviews that were completed.

5. Summer plans to modify science, social studies, and ESL core book literature curriculum and translate them into Chinese, Japanese, and Korean was explained by K. Nishi.

6. Mrs. Uchida wanted a clarification about the sheltered program. There was discussion about parental permission.

The next meeting will be held in October after the first meeting of the District Bilingual Advisory Committee meeting. Mrs. Kobayashi and her family will be moving to New Jersey in the summer. K. Nishi thanked her for her support and assistance.

The meeting was adjourned at 12:45 p.m.

Acting Secretary

Kikuko Nishi

# Appendix P
# Item 1
# Memorandum to School Principals Noting the Evaluator's Schedule for On-Site Title VII Reviews

TORRANCE UNIFIED SCHOOL DISTRICT

Educational Services Division

DATE: February 27, 1989

TO: W. Colby, Calle Mayor
D. Leibovitz, Casimir
B. Gross, Hull
R. Long, Lynn
C. Paschall, Madrona
S. Morrison, Magruder

FROM: Kikuko Nishi, Title VII/Middle Schools KN.

RE: TITLE VII MIDDLE SCHOOLS REVIEW DATES BY DR. DON KESTER, EVALUATOR

**********

| | | | |
|---|---|---|---|
| April 10, | Monday | 9:30 a.m. | Lynn |
| April 11, | Tuesday | 9:30 a.m. | Calle Mayor |
| April 13, | Thursday | 9:00 a.m. | Casimir |
| April 25, | Tuesday | 9:30 a.m. | Magruder |
| April 26, | Wednesday | 9:30 a.m. | Hull |
| April 28, | Friday | 9:30 a.m. | Madrona |

KN:at

Approval: Gail Wickstrom
Dr. Gail Wickstrom

cc: Superintendent and Staff
Dr. Don Kester

# Appendix P
# Item 2
# Listing of Pre-Review Visits to Schools by the Title VII Project Director

TITLE VII MIDDLE SCHOOLS
1988-89

Pre-review visit dates by Project Director, Kikuko Nishi

| | |
|---|---|
| Calle Mayor: | 1/10, 2/10, 3/9, 3/28 |
| Casimir: | 2/6, 3/7, 3/29, 3/30, 4/11 |
| Hull | 2/14, 3/15, 3/29, 4/25 |
| Lynn | 2/10, 3/10, 3/17, 4/13, 4/18 |
| Madrona | 2/10, 3/9, 3/15, 4/27 |
| Magruder | 2/7, 3/15, 3/16, 4/24 |

END

U.S. Dept. of Education

Office of Education
Research and
Improvement (OERI)

ERIC

Date Filmed

March 29, 1991